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ABSTRACT

Studies involving different populations were involved in this four-part evaluation of the impact of non-graded, multi-selective English on high school students. Study A involved students who consistently scored high or low in percentile gain in the four ability groups, to ascertain any pattern of courses selected, sequences of courses attended, the degree of orientation toward achievement and toward acceptance pursued. Study B compared the performances of students in the experimental program with those in a traditional program. Study C involved a departmental design, administered, and evaluated writing exercises. Two types of comparisons were involved: an internal comparison of the same students for each year and a comparison of them as seniors with a control population of seniors. Findings showed the different ability groups for each sex benefited seemingly equally from the experimental program, the relationship of achievement orientation and acceptance orientation of those consistently scoring the low and high percental gain was random, the results of the comparison of scores favored the experimental population, and the nonsequential selection of courses affected the students deleteriously when they first entered English, but they scored significantly better when seniors. (Author/HOD)

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The Impact of the Non-graded, Multi-selective English Curriculum on High School Students

By

Thomas Evans Gage

A.B. (University of California) 1961
M.A. (University of California) 1970

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PREFACE

It may be of interest to some of my readers to know that somewhere in my childhood I read and was influenced by The Prophet by Kahlil Gibran. I cannot say I have modeled my thoughts or my life by the many examples he set forth. But it may be that the seed for English by choice was sewn and began its growth in a passage long-remembered, nearly forgotten, but nevertheless ever-present in my memory of memories.

> "The teacher who walks in the shadow of the temple, among his followers, gives not of his wisdom but rather of his faith and lovingness.
>
> If he is indeed wise, he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind."
>
> --"On Teaching"
> from The Prophet
> by Kahlil Gibran

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I am indebted to many whose contributions of aid and encouragement enabled me to complete this dissertation. In any study that involves a multitude of subjects and a number of institutions, there are many who stand out for their indefatiguable assistance and support. Along with the members of the English Department and the staff at Concord High School, I would like to especially thank Willis Goins, principal of Concord High School for his intellectual curiosity and enthusiasm which prompted this investigation.

At the Mt. Diablo Unified School District central office, I would like to especially thand Mr. Norman Naas, Director of Instruction, for his collegial administration and his inherent faith in the integrity of teachers. Another great friend and rigorous critic is Dr. Harvey Wall, past Coordinator of Advanced Placement and Testing, whose guidance and continual availability were ever present as I assembled data that yielded this completed project.

To those who encouraged the study, who have contributed much time and thought to its design and to its completion, I am particularly grateful to the members of my Dissertation Committee: Professor James C. Stone, who served as chairman, able critic and generous friend; Professor Paul Heist, who was the

teacher who drove me into an area that I find extremely exciting and who, as a human being, I would like to emulate, both in field and in ethical posture; and to Professor Robert Belocf from whose department I graduated, giving relevance to my direction in life and to whom I am deeply indebted for setting the ambiance to enable me to forge a career.

I am especially indebted to Professor Robert Ruddel, Professor T. Bently Edwards, and to Geoffrey Summerfield who served on my Oral Examination Committee and who were always helpful in directing me in pursuing my aims, and especially to my old friend Dr. Edmund J. Farrell, Assistant Executive Secretary of the National Council of Teachers of English who was ever available with advice, needed assurance, and experienced perspective.

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Last, but no less important, I want to thank the members of my family, my mother, my daughters Ondine, Shelley, and Tyche, my inlaws, and above all my magnificent wife, Janet, whose perfect symmatry of

beauty and devotion, whose tireless energy and dedicated typing enabled me to complete this study.

ABSTRACT

The Impact of Non-graded, Multi-selective English on High School Students

The impact of non-graded, multi-selective English on high school students is a four part evaluation of the achievement of students from Concord High School in the Mt. Diablo Unified School District. Each of the four sub-studies involved different populations. Study A involves the comparison of mean growth among four ability groups of each sex and a test of variance of the dispersion pattern among a population between the ninth and twelfth grades. Study A' involves thirty-two (32) boys and girls who consistently scored high or low in percentile gain in the four ability groups from Study A. Each student became a case study in order to ascertain any pattern of courses selected, of sequences of courses attended, of the degree of orientation toward achievement, and toward acceptance pursued. Study B compares the performances of students in the experimental program and of students in a traditional program. Study C involves a departmental designed, administered, and evaluated writing exercise supervised by an outside consultant. It involved two different types of comparisons, an internal comparison of the same eighty-five (85) boys and

girls for each year in the four year, experimental program and a comparison of them as seniors with a control population of seniors. The control populations in Studies B and C were from the same school but were earlier graduates.

The instruments used were norm-referenced tests of ability and reading achievement, and an assessment by the department members of the students' writing achievement.

The results of the four part evaluation show that: 1) the different ability groups for each sex benefited seemingly equally from the experimental program; 2) the pattern of dispersion as an instrument was unfruitful in revealing success or failure of the English Department's achieving its twelve goals; 3) the relationship of achievement orientation and acceptance orientation of those consistently scoring the lowest and the highest percentile gain was random, leading the researcher to question or reexamine the grouping practices popular in a majority of schools; 4) the results of the comparison of the scores of the experimental population and the control population in every case favored the direction of the former--the experimental population in half of the instances performed significantly better at the .05 level; 5) the non-sequential

selection of courses may affect students deleteriously when they first enter the English by choice curriculum, but when they are seniors they perform significantly better at the .01 level than a control population.

A conservative appraisal of the findings should leave the reader with the conviction that, on the whole, students are not harmed by the implementation of a non-graded, multi-selective English program based upon a rationale composed, implemented, and evaluated by department members alerted to student interests, society's needs, and the developmental psychology of early and middle adolescence.

CHAPTER I

Introduction

The investigation to be presented here is a combination of the history of the development of a new curriculum in English and the evaluative research of the effects of the curriculum on several samples of high school youth. On one hand the author's intent was to analyze the stages at which the curriculum evolved and the impact on the direct recipients of the curriculum, the students; on the other, the study draws upon certain comparisons of students' performances in order to test a number of null hypotheses. The implication of these hypotheses is that there is no discernible impact on student cognitive development resulting from a reordering of a curriculum.

This dissertation is first and foremost the subject of a rational study of a problem, an analytical and descriptive processing for the purpose of generalizing beyond the information extracted from the data. Yet, this intellectual exercise cannot be treated in isolation from the many forces impinging upon the subject of study. The laboratory situation allows the researcher to control variables so that causation may be established, or at least logically examined. However, the researcher in the field rarely has such freedom; moreover, he not only suffers from limitations imposed on the experimental design, but also he is

governed by societal and political pressures as to shaping the experimental design and the reporting of conclusions. When one takes a curriculum as the subject of study, he cannot assume that it is simply a system of isolated components - materials, students, teachers, teaching styles, and school environment, because each of these components is microsystemically interlocking and interpenetrating and being influenced by a number of networks or systems that extend beyond the curriculum. Also, a curriculum is obviously limited in the amount of time it may be exposed to students in a class at a particular place. No less is the curriculum a whole system, for it responds to the pressures and demands of a macrosystemic network of institutions, traditions, innovations, and disruptions, an area covered in chapter two.

Consequently, the writer is not apologetic for the lack of rigor in the design of the study nor for acknowledging his definite bias regarding the validity of a curriculum which he, as department chairman, partially created and administered, and, as district consultant, is presently supervising. He submits his defense to the reader, who may ascertain whether his acknowledgedly subjective but controlled judgments are valid.

The following chapters are arranged contrapuntally

that one chapter deals with the so-called hard data while the next covers the historical or soft data. This arrangement was inspired by Niels Bohr's description of the principle he discovered, the principle of complementarity. Bohr is specifically discussing the behavior of the atom when he described complementarity as "a new mode of description designated as complementary in the sense that any given application of classical concepts precludes the simultaneous use of other classical concepts which in a different connection are equally necessary for the elucidation of the phenomena"(1961). Though this principle cannot be glibly transferred to other areas of phenomena, this writer feels that Robert Oppenheimer suggests some valid analogues in his Science and the Common Understanding:

> Indeed, an understanding of the complementary nature of conscious life and its physical interpretation appears to me a lasting element in human understanding and a proper formulation of the historic views called psycho-physical parallelism. For within conscious life, and in its relations with the description of the physical world, there are again many examples. There is the relation between the cognitive and the affective sides of our lives, between knowledge or analysis and emotion or feeling. There is the relation between the esthetic and the heroic, between feeling and that precursor and definer of action, the ethical commitment; there is the classical relation between freedom of choice, that freedom of decision and action, which are complementary to it.(1954)

Still an argument may be posed that essentially

Bohr and Oppenheimer were dealing with the minute particle. It is at only the molecular level that the behavior of an electron, or of the light ray for that matter, is ambiguous, and that at this level "objectivity" is stated in terms of statistical probabilities. However, as Floyd Matson argues convincingly, when one observes the behavior of an electron, he is determining its behavior, and it is at this level, the microscopic, that the essence of life is unpredictably unfolding - in the synopsis, in the neurons, in meiosis of the brain and in the homologous chromosomes that affect genetic activities and yield combinations, mutations, in future living forms. (1966)

In the hope that I have established my prejudice on the pseudo-dichotomy of objectivity and subjectivity, it may be to the reader's benefit to return to the opening sentences in this introduction. I will adumbrate by chapter synopses the nature of this study, the thesis of which is that high school students will attain a basic literacy to the same, if not to a greater, degree selecting their English program from among a number of courses than if they are obliged to take the regular, traditional English curriculum.

Chapter II deals with the macrocosmic aspects: the society and the nature of the learner. Also, a

rationale for curricular change is discussed in terms of how certain forces affect, impinge on, shape, and/or influence the freedom with which educators can fashion an effective program of instruction to achieve basic literacy among all ability levels of students.

Chapter III is a continuation of the substance of Chapter II. In this case it explores how the nature of the discipline of English has been influenced by history, by trends in the profession and by seminal theorists of English education.

Chapter IV is focused on the microcosm, the history of the Concord High School experiment to develop, implement, and evaluate a non-graded, multi-selective English curriculum for high school students. The history is described in terms of six phases through which curriculum innovation at Concord High School has evolved to the present. The six phases were inspired by James C. Stone's paradigm from Breakthrough in Teacher Education: 1. Idea to Action,2. Launching, 3. Showdown, 4. Impact on Other Curricula, 5. Changed Climate on Campus, and 6. Changes in Community.

Chapter V contains a review of the literature pertinent to the study: Reaserch in student attitudes, the state of evaluation of curriculum, cross-sectional studies of English programs and English curriculum materials, and studies of evaluation of English.

Chapter VI elaborates on the study, or rather the four unrelated studies that tetrangulate, embricate or accrete on the problem of whether or not students perform as well as they should had they matriculated through a traditional English program. In light of the variability of verbal ability, of interest and of competence in reading, none of which are "under control" in the design of the study, the problem of the dissertation can be stated in the form of a question: Are the needs of high school students being provided for more efficaciously by offering a non-graded, multi-selective program in English than by a traditional approach to English over the four years?

Chapter VII is a presentation of Study A - the hypotheses, a narrative of the data collection procedures, a description of the instruments, the findings and the limitations. Study A essentially is a comparison of the differences between the performances of the sample of students from Concord High School (N= 116 girls and 118 boys) and of the publisher's population, both as ninth graders and twelfth graders, in terms of the mean score and standard deviation on four subtests to determine if there are significant differences in performances favoring the "experimental" group in terms of estimation of change.

Chapter VIII is an extension of Study A, hence Study A'. It is a report resulting from the identification of two students of each sex, from each of the four levels of ability, first quartile-fourth quartile, an analysis of each student's cumulative report to identify any personality features, special courses or sequence of courses taken, or any anecdotal information that might suggest why the particular thirty-two (32) boys and girls perform at the extremes on the four subtests.

Chapter IX is a presentation of Study B, the hypotheses, a narration of the data collection procedures, a description of the instruments, the findings and the limitations. Study B is similar to Study A except that the Concord High School sample of students (N= 83 girls and 96 boys) were matched, by use of scores from an independent instrument, with a second group of students who had enrolled in a traditional English 1,2,3,4 curriculum.

Chapter X is a study of another sample of Concord High School students whose performances in written composition have been evaluated longitudinally. The performances were collected each of the four years and compared with each successive performance. In the case of twelfth grade performance, it was compared with a second class's performance similar to Study B.

Also, the chapter is a presentation of the problem, the hypotheses, a narration of the data collection procedures, a description of the instruments, the results of the test, the conclusions and the limitations.

In Chapter XI the conclusions of the findings of the several studies are presented, as well as implications for teachers of selective programs, for administrators interested in beginning such a program and for curriculum developers in teacher preparation programs in colleges and universities.

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CHAPTER II

Forces that Shape the Curriculum, Part I.

The Society and the Learner

The general problem posed in this study is whether changing a curriculum in a subject area will result in better performance by students not only in the affective domain, but also in the cognitive domain. In other words, if a three to four year high school program is designed with the interest of the students as one of the main purposes of the innovation, will the students achieve as well as or better than they would have had they continued in the conventional program.

In recent years two curricular innovations, the selective course and the non-graded program, have been synthesized yielding an alternative for students to the traditional "lock-step" curriculum. Both of these models have been present in many California schools for years; the elective course offered as an option, crafts, journalism, etc., though these courses do not fulfill any requirement, and the grouping of students on other bases than grade level, i.e., orchestra, introductory courses in foreign language, P.E., etc.

The synthesis of these models with certain changes, such as providing students equivalent credit for any

course, has included all subject areas, as in the case of Western High School, Las Vegas, Nevada, or has been limited to a single discipline, as in the case of the the Concord High School English Department, Mt. Diablo Unified School District, Concord, California (1968).

The combination of elective and non-graded grouping has become extremely popular in the last five years, especially in the subject area of English. In September, 1969, the Fremont Union High School District, Fremont, California, converted to the non-graded, multi-selective English curriculum in all five high schools. National publishers such as Scott, Foresman and Company, and Houghton Mifflin Company are revamping their high school English materials to adapt to this type of program. Some national surveys of the new programs have been conducted (Harvey 1971; Hogan 1971; Hillocks 1972).

The teaching of English is traditional and fundamental to the curriculum of every school which desires to give a comprehensive education to all students. But is there a single guiding principle operating reconditely in departments of English throughout the nation? Or are there as many sets of objectives as there are English departments? Does the majority of the departments continue unquestioningly the vague notion of curriculum inherited from previous English depart-

ments? The answer is a partial yes to each of the questions. It was the desire of the English department in Concord High School to articulate its goals so that each teacher conducted his classes in light of the goals. Since the school was opened in September, 1966, the department had been operating on a kind of nebulous, general principle: to provide a basic literacy for all students. The Secondary Instructional Council of the Mt. Diablo Unified School District had provided guide lines and assisted the members of the department as each forged his program, generally complementing eclectic sets of objectives gathered from other schools and/or other districts or from a variety of teacher preparation programs. In 1967-68 the Concord High Language Arts Department decided to coordinate its goals, objectives, and program into a more orderly structure.

As implied above, the one guiding, general concept to which the Concord High School program subscribed was also the underlying philosophy of the teaching of English for all teachers of English at every level, namely nurturing basic literacy. Every department at the high school level either intentionally or intuitively is educating for literacy (developing English programs with definite purposes or randomly arranging courses laissez-faire, according to the whims or strengths of teachers). Some programs

developed by either approach are extremely successful, while others are not. Those that follow the guidelines established by earlier departments, without a renewed study of the guidelines or those which uncritically follow school district outlines, are probably less successful in developing a basic literacy among all their students. It follows that those departments which judiciously and critically organize a curriculum around the objectives of developing basic literacy and which constantly examine their program will be more successful in achieving their goals.

Another reason that a concerted and cooperative development of a new curriculum was important was that it gave each member of the Concord English Department the opportunity to examine assumptions often taken for granted, and, as a result, it made more concrete the abstract notion of the phrase "nurturing basic literacy." With this purpose as an organizing principle the English teacher enumerated a set of goals that would foster literacy among the students at Concord High School. Once these specific goals were spelled out, the department could deal more effectively with the problem. How will the goals change the curricular structure and determine the materials and the methods the English teacher uses in the classroom? The answers to the

inquiry revealed the nature of the program, although it was imperative that introspective study of the goals and objectives were a recurring task until the present day.

Given the task of identifying primary goals, the teachers asked themselves what are some of the forces that might determine the locus of the goals? The National Education Association, in a publication titled Schools for the Sixties (1963) identified three influential areas which greatly affect the curriculum of schools: the society and its demands, the learner and his needs, and the nature of the subject matter. Each area must be assessed prior to creating a new curriculum in order to reveal more specifically the concept of developing basic literacy.

The Society

In the Twentieth Century, man has pushed concepts and generalizations to an increasingly abstract level of thought. Northrope Frye in Design for Learning (1962) claims that "the increase in the complexity of understanding (our total culture) is largely an increase in the capacity of verbalization." Because of this increase of complexity, all other disciplines look to the English department to equip students with the ability to think in ever-increasing generalizations, a requisite that expands the domain of basic literacy. The demand

today is not for minds which can accumulate facts and amass knowledge in some esoteric realm (computors adequately satisfy this demand), but rather for minds which can detect relationships, and can intuit solutions to problems which are incommensurate with quantitative analysis. As the visionary R.Buckminister Fuller argues in Education Automation (1962), what modern society needs is comprehensivists, more generalists, who are students of design, pattern and process rather than specialists who compartmentalize knowledge, collect figures and become isolated in a small community of fellow specialists. Fuller recommends that teachers should aim at increasing the student's inventory of experiences (1968).

Much knowledge is short-lived, as exemplified by a dental graduate from the University of California in 1930 who had taken a course in organic chemistry in which the total number of known hydrocarbons was half those known in 1958 which a second dental graduate had to study in the same semester for the same units. Today's pre-dental sophomore must take the course in a quarter rather than a semester and since 1958 the number of hydrocarbons has doubled. No wonder the Education Policies Commission warns that the average student must be re-educated at least three times during his lifetime in order to keep pace with information in

his field. The student of the future must be flexible and able to adapt to new and increasingly complex ideas.

Alvin Toffler suggests the education in rural and underdeveloped areas was a simulation of the past; father told son what grandfather told him about tilling the soil. In the industrial revolution the society saw education as a simulation of the present: students studied those areas which led to jobs like those at which their fathers currently worked. In today's post-industrial society education cannot afford to simulate the past nor the present, for on graduation the youth finds the skills and concepts he has acquired are quite obsolete. Education today must be a simulation of the future (1971).

One problem with Toffler's charge to education is that the definition of education has always been "investment in human capital"(1964). The concept is officially that of the Department of Health, Education and Welfare, and it has ramified to the State Departments of Education, especially those most interested in receiving the largest allocation of Federal funds. The behavior of these State agencies and the ramifications for district school systems are manifest in restricting patterns of programs to what Squire calls "the single model" (1969), that of the operant behaviorist. The reverberating effect of Federal

directives to the isolated classroom in local districts, as in the case of the implementation of Program Planning Budget system, is traced by Moffett (1970) and Ruth (1972).

Federal dollars are allocated with the public condoning such expenditures in the belief that investment in education reaps jobs and research that sustains or fosters national progress. How long it will take for the mystique to be questioned is anyone's guess, but with recent numerous reports, Berg (1971), Newman (1971), Jencks (1972), it is not likely to continue for long. If the definition shifted from "investment in human capital" to the notion that education is a commodity, an object of one's enjoyment, his intellectual fulfillment and/or his self realization, educators would be less likely to help perpetuate the mystique, and the society would be less likely to hold educators accountable for results education never was equiped to produce.

Education has always been and probably always will be in a passive relationship to the greater society. This fact accounts for education not achieving many of its goals, often compounding the very problems it sets out to solve: to be more accountable to the public enormous bureaucracies are created to account for public expenditure; to ameliorate social problems,

drug abuse, unsafe driving, and racial segregation, education ineffectively responds to many community pressures by developing piece meal curricula that cannot be taken seriously by the students; to increase reading skills education censors by responding to provincialism of some parents, "I want my son to read, but not to read that." Farrell argues (1971):

> Located in the communities from which their students come, subject to economic reprisals if local voters are dissatisfied with their performance, staffed by individuals who most often are products of middle-class backgrounds, required by law to provide moral guidance and to teach the evils of drugs and liquor if not dissidence, secondary schools are societal totems to the status quo.

Willis Harman of the Stanford Research Institute, in a paper entitled The Nature of Our Changing Society: Implications for the Schools (1969), argues that the notion that education is a change agent, an active subversive force, at once responsible to the commonweal and simultaneously directing it, is a myth. On the contrary, he argues that education responds passively to the public's demands, free only to innovate in a narrow area bequeathed by the benevolent community.

> ...the goals of the educational system are much more a function of the choices the society has made or is making than they are a consequence of the declarations of educational leaders. When George Counts

> in 1932 issued the inspiring challenge 'Dare the schools build a new social order?' an appropriate answer might have been, they can't. The social order can bearly build new schools.....
> Looking at this issue in another way, we might say that choices of educational goals are made in the society on at least three levels. First, the society itself makes a pervasive choice regarding the over all direction of its movements. This choice tends to set the constraints on what, in the long run, will be fostered, tolerated, or opposed. A movement within the school system which is not aligned with the general drift of the larger society, for instance, is unlikely to persist.
> Secondly, the society makes a decision as to what tasks will be assigned to educational institutions and what tasks to others. For example, the fostering of socially desireable attitudes toward authority might be a task divided between educational institutions and law enforcement agencies. The development of a wholesome self-image in the child might be assigned to some proportion of the institutions of education, religion, and psychotherapy. These first two types of choices are made largely outside the educational institutions. Thirdly, then, the choices are made within the resulting context as to what the more specific objectives shall be, with what priorities they shall be carried out (that is, what resources shall be allocated), and in what manner they shall be accomplished. These choices are determined partly within and partly outside of the educational institutions.

The goal of American education, as opposed to the goal of British education, the modeling of character, or the goal of German education, the training of specialists, has been services to aid and to assist the community in improving the standard of living. The Morrill Act, 1861, was created to establish universities that would

serve the farmer and the manufacturer. The normal schools were created to train teachers who would subsequently purge the non-English language of second generation immigrants. The GI Bill was to provide access to greater numbers of the population so that ex-soldiers would become doctors, engineers, dentists, lawyers, etc.

The Twentieth Century elementary and secondary education programs responded to the demands of higher education and to the new demands of the society.

In the first quarter of the century roughly thirty percent (30%) of the high school freshmen graduated as seniors. Therefore the curriculum was aligned to the syllabi of the colleges and universities of status. But with the advent of the depression and a period of few jobs for adults, let alone 15 to 18 year olds, the percentage of freshmen matriculating through the remaining four years of high school rose to eighty percent (80%). The philosophy of John Dewey re-examined the earlier elitist goals of sorting out students for the colleges and universities. Progressive education was based on a democratic philosophy that was antithetical to the preceding academia which was essentially authoritarian. What the country needed was enlightened citizenry speaking the same language, citizens whose potentiality for social and psychological development was to be fulfilled in place of the academic develop-

ment for the elite of the earlier period.

In the last fifteen years there has been a major shift so that students were encouraged and even forced to continue through graduation, a percentage that neared one hundred percent (100%) eventually graduating. Therefore, with each sociological shift among those attending secondary schools there has been a corresponding shift in educational philosophy from sorting out the non-elite, to fostering civility among the population with the hope that through osmosis students will be able to adapt to a rapidly changing world.

This new change to educate one hundred percent (100%) of the students from Kindergarten through the twelfth grade corresponded with the Federal Government's increasing funding, responding to the shock caused by Sputnik. The programs from 1959-68 were overly cognitive in light of the range of ability in the whole population then attending elementary and secondary schools. In the mid-sixties it was apparent that not only a large percentage of whites and minorities scored in the lower third on ability tests, but also they were not interested in the "new programs" in mathematics, English, science, and social studies. Moreover, a large number of the most gifted students "turned off" to the cerebral curricula. Subsequently, curriculum develop-

ers placed more emphasis on the affective domain of knowledge in modified or new programs in elementary, secondary, and higher education, though there was simultaneously a back lash among parents, both upper middle and lower middle class, who wanted their children to be skilled in reading and writing and to go to college in order to obtain a well paying job.

What are the realities of and/or fantasies of the needs that society is demanding from the schools? On one hand there is the point of view of David Harman who claimed that approximately fifty percent (50%) of the people over 25 in this country "probably lack the literacy required to read such basic items as newspapers, job applications, driving manuals, or the simplist exposition" (1970).

However, Louis Harris and Associates' findings reveal a much lower estimate. Among the adult population thirteen percent (13%) have literacy problems so severe that their daily lives may be impaired. When a cross section of Americans was asked to fill out five basic application forms, thirty-four percent (34%) of the sample were unable to complete Medicare applications; eleven percent (11%) were unable to fill out an application for personal bank loans; eight percent (8%) were incapable of applying for a driver's

license; seven percent (7%) were unable to complete the form for a Social Security number; and three percent (3%) were unable to follow the directions to apply for welfare (1970). The highest ratio of illiteracy was found among persons classified as poor, rural, Southern, black, foreign born, or over fifty. The lowest rate was found in the suburbs, the West, and the sixteen to twenty-four age group.

Many critics accuse the schools of not teaching children to read. Lawsuits are being enacted against schools because the plaintiff's son or daughter has graduated without being able to read (1972). Yet, apparently other parents approve of much of what occurs in schools, for a recent Harris Poll study of the public's opinions toward Congress's overriding President Nixon's veto of a 1971 appropriations bill that would benefit education reveals that the public believed Congress was right by a fifty-two to thirty-five percent (52%-35%) margin.

One glaring irony that is suggested after thorough perusal of a multitude of studies is that it is among the adult population rather than among youth that illiteracy is the greatest. Though the Harris study found the severest problems of illiteracy among the unskilled and among minorities, a report in Science Digest suggests that in highly specialized fields the

technician has to master an immense jargon and is linguistically isolated from those in other specialized vocations or the public generally. A doctor's vocabulary has about 50,000 terms and "if you include other specialized terms in the various subdivisions of medicine and allied subjects, the number of words exceeds 150,000 " (1972). Not only does this plethora of terminology cause confusion among practitioners, but also there is little standardization so that "some drugs may be known by as many as eighty different names." The author concludes that this state of Babel was one reason why the thalidomide tragedy extended after the initial warning of the danger to pregnant women using the drug because the drug did not always appear with the trade name on the label. Such specialization of language and attention may render brilliant professionals illiterate when faced with a reading task as commonplace as the I.R.S. Manual. One can speculate that, among Harman's fifty percent (50%) of illiterates over twenty-five, many were doctors, engineers, accountants, physicists, etc.

This speculation is not so far fetched when one considers the results of one of the most thorough studies of reading in this country during the Twentieth Century. The National Assessment of Educational Progress is a program to test the ability of young Ameri-

cans in various subject areas and to follow up each of these examinations five years later with post tests to determine growth or decline which takes place in educational attainments in the subject areas. The age groups involved are thirteen to seventeen year olds and young adults twenty-six to thirty-five. That seventeen year olds score better than adults on the tests in science, in citizenship, in composition, in reading, and in literature has been a consistent trend in the results published thus far. Contrary to the gloom over the teaching of reading were the surprising findings in the result of the Reading Examination administered in 1970-71: the 100,000 young persons averaged seventy percent (70%) rate of success rather than the anticipated fifty percent (50%) rate. Stanley Ahmann, staff director for the National Assessment commented that "it is a pleasant surprise." However, one may weigh the possibility that those who constructed the test items under-anticipated the students' ability. Unlike standardized tests, the National Assessment is constructed so that the instrument measures the absolute reading proficiency, the knowledge of word meaning, the ability to read signs and labels, to follow directions, to use reference material, to recognize significant facts, to extract the main ideas from passages, to draw inferences, and to read critically.

The first Literature Assessment, which was administered separately from the Reading Assessment, found that among seventeen year olds seventy percent (70%) and among adults eighty-three percent (83%) felt that "reading great literature was valuable" (1972). Ninty-eight percent (98%) of the thirteen year olds report that they actually read apart from school assignments as d l ninty-five percent (95%) of the seventeen year olds, and eighty-nine percent (89%) of the adults.

The Gallup Poll has been a popular means of recording the sentiments of the society. Since 1969 George Gallup has reported in the Phi Delta Kappan the results of Gallup's International survey of the public attitudes toward education. The great concern of the public, except in 1971, has consistently been the lack of discipline. When asked which educational programs in the elementary schools should be given more attention, the public selected, first, teaching students the skills of reading, writing, and arithmetic; second, teaching students how to solve problems and think for themselves; and third, teaching students to respect law and order. When asked about secondary programs, the respondents felt that the following should be given greater attention: 1) teaching students to respect law and authority, 2) teaching students how to solve problems and think for themselves, and 3) teaching students vocational

skills. Interestingly enough teaching students the skills of reading, writing, and arithmetic ranked seventh (1969-72).

One finding of the fourth Gallup Poll was that the public has a high regard for teachers and for the teaching profession. In response to the inquiry whether or not the respondent would like to have a child of his take up teaching, sixty-seven percent (67%) said yes, while twenty-two percent (22%) said no, and eleven percent (11%) had no opinion. Though this favorable response was lower than earlier surveys, the percentage is still remarkably high.

These results need not make educators complacent, although they should provide teachers with data that can be used to answer the hysteria of crackpots and zealots. Beyond the inflated demands of these vocal critics that the curriculum should return to "the basics," there is a substantive problem, a sense of malaise detected in the Zeitgeist during the second half of the Twentieth Century.

Ennui, alienation, or what Rollo May calls the "socioses" of the 1960's "affectlessness", are characteristic of the dominant psychological state of many adolescents, teachers and administrators. Students find irrelevant a curriculum which is designed by others for all students to study. Parents, confused over the

behavior of children, look to the school to act on their behalf in punishing adolescents, inculcating a respect for law and authority, and cultivating a sense of Western heritage. Turned off students are not just turned off about school; they are turned off to the promise of assuming a role as an employed adult in society.

This attitude is ubiquitous: in business numerous trainees exhibit a similar reluctance to pursue the goals of earlier generations. The cover story of the November 15, 1972 issue of Life magazine juxtaposed father's and son's values toward work. The article "Factories Contend with a New Industrial Revolution: Boredom Spells Trouble" reveals that the auto industry is suffering a rate of absenteeism in some plants "as high as thirteen percent (13%) as compared with three percent (3%) a few years ago."

That students do not acquire basic skills has been the accusation by some of the public and by conservative professional organizations like the Council for Basic Education. Yet a study of seventy-six firms in the United States revealed that of 4,000 employees dismissed, some eighty to ninty percent (80%-90%) were fired because of "lack of personal development." Other reasons included carelessness,"lack of co-operation, dishonesty, lack of initiative, lack of ambition, disloyalty" with the lack of skill being "the smallest

percentage of all..." (1972)

However, it is hard to substantiate whether or not the society is truly experiencing what Margaret Mead (1968) refers to as the "pre-figurative" acculturalization (of adults learning from the intuition and insights of the young) or what Roszak (1968) refers to as the "outer culture" or what Charles Reich (1970) refers to as youth developing a third consciousness.

That the society as a whole is alerted to the shift in the psychology of youth is revealed in such surveys as the recent Maryland study, reported in "Popular Report," published by the Maryland State Department of Education. The Maryland constituents surveyed placed next to reading (the paramount concern) the "ability to apply knowledge and skills to the solution of real life problems," "knowledge of the personal and social consequences of critical health problems (such as smoking, drug abuse, alcohol, work hazards)" and "skills required for employment in selected occupations by students planning on entering the job market" (1973).

The most publicized need that society is demanding from education is "career education," a theme fostered by the Department of Health, Education and Welfare. It is interesting to note that Elliot Richardson, then Secretary of HEW, identified four goals for

Career Education, principles which resemble just what the humanist and education reformer must applaud:

> The first goal is to maintain the curiosity of a child through his formal education or awaken it if it slumbers. Curiosity is surely the motive force behind learning anything so that the lack or loss of curiosity must be the natural enemy of education to be combated with all the vigor and artfulness at our command... The second goal is to build a student's self confidence. For the self-confident student is armed with another basic precondition for learning anything - namely, the belief that he <u>can</u> learn.
>
> It is here that we must fault the competition that has arisen in the schools most severely. For it has been the type that destroys rather than builds self esteem.
>
> The third and perhaps most difficult goal is to awaken and cultivate a love of learning. What do we mean by a great teacher, and what better way of discovering and rewarding master teachers, except that they awaken a love of learning in their students?
>
> Without love of learning, such phrases as "continuing education" or "lifelong education" are empty of inspiration, empty of any sense of fulfillment, and filled with the drudgery of "requirements."
>
> And the fourth and final goal is therefore competence according to one's ability. I hardly need elaborate on competence, for this is surely the main objective of teachers now, as it has been in the past (1971).

So what are the needs of society with respect to the discipline of English? It is clear that promoting basic literacy must include those skills that free the student to negotiate in the open market, to pursue his happiness, and to increase his standard of living. No

less important is the need for him to become aware of himself as a unique human being, increasingly more self-actualized as he encounters various educational experiences, and to understand others as equally unique individuals pursuing sinilar goals. The need for communications and the ability to understand others is greater now in the global village than in any other period of civilization.

With more and more students entering higher education, the secondary school English curriculum must be differentiated to answer the needs of the greater range of individual variability, rather than fall back on the single academic model for all students. For the differentiated curriculum to be relevant, it must help each student to recognize his ability, his potential, and his deficiencies, so that on graduation he can more deliberately choose a vocation or a school and program in higher education that will enable him to optimally fulfill his growth of personality and achieve a rewarding position in society.

The Learner

What are the realities of the requirements and needs of the learner, the second major question which must be faced when developing a curriculum? John Flanagan in "Implications of Project Talent for Research in the Training of English" states that twenty-five

percent (25%) of all ninth graders exceed in understanding and ability the majority of twelfth graders in our schools. (1962)

In spite of the fact that individuals within a grade vary tremendously, the overall structure of secondary curriculum is still geared chronologically. As Dr. James Squire, past Executive Secretary of the National Council of Teachers of English, argues:

> Despite continuing revelations of the ability of learning, we freeze our schools and our children in mythical grade-and-age-level classes desperately trying to meet complexity with simplicity, trying to teach the same book and the same skill to all children at the same time and knowing for sure that we shall fail with many (1969).

One conclusion is that inter-age grouping based on achievement and teacher judgment makes more sense in terms of dealing with the requirements of the learner than the "lock-step" method which was the practice throughout the nation for so long.

Not only is there great variation of ability among adolescents within a particular age group, but there also appears to be little constancy at which physiological changes occur. Some critics argue that since puberty has manifested in adolescents at progressively lower ages in the last eighty years, it is absurd not to adjust the various institutions, designed earlier for individuals whose maturation and personality development occurred at later ages.

Indeed, Turner (1971) has demonstrated a persistent decrease in the age at which menarche occurred among girls from 1830 to 1966 in several different countries.

Table IIA

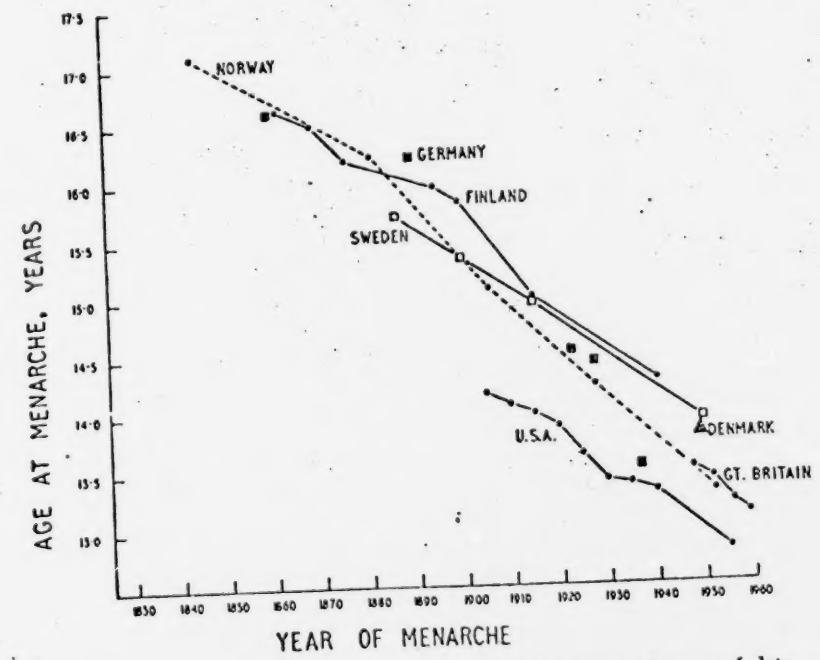

Figure 7. Secular trend in age at menarche, 1830-1960. (Sources of data and method of plotting detailed in Tanner, *Growth at Adolescence.*)

But physiological changes appear not to be the only attributes that are hastened to maturation:

> ...our civilization appears to hasten mental development. The average number of words in a sentence spoken by children of all ages in the earliest studies (McCarthy 1930), (Davis 1937) were fewer than the number found in 1957 (Templin 1957). Children now possess a richer fund of thought, which is expressed in more complex sentences" (1969).

Moreover, there is considerable variability of manifestation among physical and physiological attributes within a single adolescent. Blos (1971) points out that traditionally one is used to thinking that there is a close and rather fixed proximity between age, maturation, and development, but "this does not hold true for adolescence". Too often "performance expectancies" emanating from the social environment, rival more and more those triggered off by physical maturation alone. While pubertal maturation remains the biological initiation of adolescence, the advanced state of personality fromation allows all kinds of transformatory influences to be brought to bear on the sexual drive" (1971). Blos suggests that because the youth are younger and wiser today is no reason to imply that further exposure to traditional education should be reduced to fit the new student. Furthermore, the tendency for parents to acquiesce out of confusion

and frustration to the wishes of their children may be damaging and may explain future rebelliousness and the need for relevance manifested in later years by so many middle class white teenagers. Blos counsels that parents should understand the tension that they experience with their children and that they see occurring within the children:

> Moreover, youngsters should have a more prolonged exposure to schools. Experience has impressed on the fact that prolonged adolescence, especially prolonged early adolescence, enhances the capacity for complex cognitive functions ('stage of formal operations'; Piaget). The prolongation of childhood ('stage of concrete operations'; Piaget) allows additional time for the acquisition of that large body of factual knowledge (be this science, mathematics, language, geography, or history) which is later put to integrative use when meaningfulness and relevancy of knowledge and of learning move into the forefront of the educational experience. (1971)

The psychology of the human being at several stages has been the subject of much research. On the one hand the post-adolescent has been the study of behavioral scientists such as Sanford (1962), Heist (1961), Dressel (1965), Plant (1965), Heist et al (1968), Trent and Medsker (1967), and the voluminous SCOPE Project. Further, the infant, early childhood, and later childhood have been the study of immense research. Between the two extremes, however, there is somewhat a dearth of research;

though with Friedenberg (1959) several essayists have written about early adolescence and middle adolescence, the period of development that is the focus of this dissertation. These authors (Holt, Kohl, Dennison, Kozol and Goodman) have written about the adolescent, ranging in detachment from impressionistic reportage to discussive theorizing. Unfortunately too few of the hypotheses, generated from theories, have been tested. The editors of Daedalus came as close in the Twelve to Sixteen: Early Adolescence as the example set by Sanford in The American College.

Kohlberg and Gilligan (1971) test empirically a number of hypotheses derived from the theories of adolescent development of Piaget, Erikson, and Kohlberg. The theories lead to hypotheses about ways that universal features of adolescence are acquired or are revealed in an industrial society. Kohlberg and Gilligan conclude by recommending needed changes in intermediate and high school programs, changes in curriculum that are more consonant with the nature of the learner. The authors see the period of adolescence as a period or more accurately a series of stages and transitions in roles, evolving toward that of the philosopher. These stages of cognitive development are inevitable, although they vary greatly

in sequence and tempo.

Kohlberg and Gilligan contrast Piaget's concepts of concrete operations and formal operations with Kohlberg's stages of moral thought and Erickson's phases of ego identity. The adolescent moving from concrete operations (viewing external reality as real, as in the child's dream experience which is extended beyond his view and is real to others) to formal operations (i.e., viewing the self as separate from external reality) passes to an almost solipsistic vision or "Cartesian cognito" in which the adolescent self transcends this world.

> If the discovery of subjective experience and the transcendental self is one side of the new differentiation of subjective and objective made by adolescent, the clouding and questioning of the validity of society's truths and its rightness is the other. (1971)

Kohlberg identifies and correlates "Six stages of moral thought" that are not equated with Piaget's cognitive stages but parallel them idealistically. Actually he and colleagues found that perhaps fifty percent (50%) of adult Americans never develop or reach the optional substage of formal operations and that few reach what he describes as the sixth stage of moral thought. In each hierarchy there is a definite sequence that is truly developmental; the adolescent does not leap stages. However, in the case of moral thought, subjects he followed longi-

tudinally frequently regressed and oscillated among stages of moral conviction over a period of ten years.

Erickson's stages are not hierarchical in the same way that Kohlberg's moral thought or Piaget's cognitive operations are. The contrapuntal occurrence of crisis and commitment one undergoes to establish identity tend to corroborate the developmental nature empirically validated by Kohlberg.

TABLE IIB

Relations among Piaget's Cognitive Stages, Kohlberg's Moral Stages and Erikson's Scale of Progressive Differentiations in the Crises of Identity

I have attempted to fuse several charts to demonstrate spatially the correlation of each hierarchy.

Age Range	Cognitive Stage	Moral Stage	Identity Stage
			trust-mistrust
			autonomy - shame
6-9	Concrete Operations Substage 1 (classifications)	Preconventional Substage 1 Deference to authority. Punishment-Obedience.	
8-11	Concrete Operations Substage 2 Reversable concrete thought.	Preconventional Substage 2 Pragmatic reciprocity. Right actions that serve to benefit oneself.	
10-adult	Formal Operations Substage 1 Relations involving the inverse of the reciprocal.	Conventional Substage 1 Right actions to be "liked", to help others.	
12-15	Formal Operations Substage 2 Capacity to order triads of relations.	Conventional Substage 2 Right actions to maintain order and authority, perform dutifully, to earn respect.	
13-adult	Formal Operations Substage 2 All possible combinations of relations, hypothetical-deductive reasoning.	Post Conventional Substage 1 Substage 1 Social Contract, utilitarian, conscience directs one to change social order if necessary.	
15-adult		Post Conventional Substage 2 Universal ethical principle objective correlative.	

Operational Identity Stages

1. Identity achievement has gone through a crisis and commitment
2. Moratorium - is in crisis with vague commitment
3. Foreclosure - has experienced no crisis, but is committed to parent's goals.
4. Identity Diffusion - has no commitment regardless of crisis

What Kohlberg et al assert is not that moral judgment stages are cognitive nor are they necessarily related to the search for identity "but that the existence of moral stages implies that normal development has a basic cognitive-structural component" (1971). The main point is that epistemologically the adolescent at different ages understands this world, himself and others qualitatively differently in each cognitive and identity stage.

The implication for education is that schools ought to redefine their aims in light of the fact that early and middle adolescents are philosophers, perceiving unjust nature in the world they previously thought to be virtuous. Curricular reform should not be cognitive-achievement oriented but should be developmental, to develop "principled logical and moral thought rather than presuppose it" and aid the student in his search for identity.

The curriculum should be geared to the child, his various stages of development, not to the structure of a discipline, whether it is the "new math", "new English," or "new science." What is important is that the curriculum should bring about a development or change in the personality structure of the learner.

Trent and Medsker (1967) found that the students

who persisted through four years of college had one characteristic in common: their parents' attitude and belief systems placed considerable values on the promise of their offspring being a college graduate. Among many of these persistent students was an unshaken conviction that they were to accomplish an educational feat or achieve their vocational choice between the time they entered college until graduation. Trent and Medsker suggest that many of these entered college with "psychic foreclosure," having psychological blinders, narrowing their view to a distinct and unadjudicated goal. Henry and Renaud (1972) underscore this notion that many college entrants reach this phase of identity and sustain the status until graduation:

> Awareness of options or the possibility of change tends to precipitate anxiety in such young people, and left to themselves they skirt the unfamiliar and place themselves in situations which do not offer choices. They thus effectively insulate themselves from meeting new people and being exposed to new ideas. One of the implications... is that these students, already largely closed down to new experiences and ideas when they enter college, usually continue to avoid faculty whose views might challenge theirs and choose peers who share their beliefs and values.

These students are generally intolerant and authoritarian and early experienced commitment sans

crisis (in Erickson's terminology), earlier, but precisely where it is open to speculation. If not earlier, somewhere between puberty and entering college these students assumed a stance that is likely to be their permanent stage in the evolution of their personality.

High school curricula rarely is organized with the objective of developing the student's personality. Rather, the structure of the discipline, as Bruner advocated in 1960 (but recanted in 1972), is generally the organizing principle in curriculum development in secondary and higher education. What would make more sense would be to develop the curriculum around what Sanford and Katz (1962) call the "primary process," those processes by which the adolescent integrates tensions in his experiences, thereby giving rise to wish fulfilling images and fantasies. The English curriculum promises to be the most viable subject area to serve t purpose "for freeing the impulse life" through stories, drama, and poetry which students read and about which they write. Art, music, the humanities, and even science could, if they do not already, complement such an English program, but as described in the next sub-chapter, English education has been, since 1966, the har-

binger among high school subjects in creating curriculum development upon the students' response to language and literature, rather than on the structure of the English, whatever that might be.

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CHAPTER III

Forces that Shape the Curriculum, Part II

English Education

The Concord High School English Department was among the first to recognize and structure a program upon the variability of student ability and the stages of student psychological development. James Moffett, whose work was the department's dominant philosophical guide, has received such accolades as that of George H. Henry (1972), in his review of English Education Today, a collection of articles by curriculum theorists of English. After classifying the essays into the American camp and the British camp, Henry added:

> The fissure opens up the matter of whether there are other equally valid structures psychologically based rather than logically based. Actually there is one, probably the most insightful yet conceived in all English education. But it is not in this collection. James Moffett's Teaching a Universe of Discourse has two chapters called "A Structural Curriculum in English" and "Kinds of Orders and Discourse" wherein he proposes a curriculum of English activities psychologically built into the nature of experience with language that is in sharp contrast to the stark rational curriculum of Carnegie - Mellon, Oregon....

The Discipline of English

There have been many efforts since Sputnik to identify the substance of English. In 1959 the National Council of Teachers of English, along with three other professional organizations, American Studies, College English Association, and Modern Language Association, published *The Basic Issues in the Teaching of English*. The first of the thirty-five (35) basic issues was, in fact, What is English? The answer was the following:

> We agree generally that English composition, language, and literature are within our province, but we are uncertain whether our boundaries would include world literature in translation, public speaking, listening, remedial reading, and general academic orientation. Some of these activities admittedly promote the social development of the individual. But does excessive emphasis on them result in the neglect of that great body of literature which can point the individual's development in more significant directions? Has the fundamental liberal discipline of English been replaced, at some levels of schooling, by *ad hoc* training in how to write a letter, how to give a radio speech, manners, dating, telephoning, vocational guidance? (1958)

Some of the questions are rhetorical, the reader can infer that essentially the content of English is language, literature, and composition according to the authors of *Basic Issues*.

In September of 1961 the U.S. Office of Education established Project English which initiated, under the aegis of the National Defense Education Act, a

number of Curriculum Study Centers at schools of higher education around the country. The purpose of Project English was to improve the teaching of English in American elementary and secondary schools, more specifically to encourage and facilitate improvement in curriculum, in teacher training, in methods of classroom instruction, and to produce and test materials to be used in English classes. The definition of English that undergirded these programs was that English was composition, language, and literature.

In 1961 the National Council of Teachers of English published The National Interest and the Teaching of English, followed quickly by The National Interest and the Teaching of English as a Secord Language. These reports, with a third, The National Interest and The Continuing Education of Teachers of English in 1964, were factual reports on the quality of pre-service teacher education programs in English, on the conditions under which English is taught in American schools, and on the state of research. The intended audiences were school boards, school administrators, and national leaders, who it was hoped would heed a series of recommendations essentially aimed at further support of in-service workshops for elementary and secondary teachers across the country. The reports provided Congress and State Departments

of Education with concrete proposals to improve the quality of English instruction, proposals which, in fact, were somewhat well underway in Project English.

The reports did not propose a "new English" nor clearly identify the nature of the discipline. This responsibility fell to College Entrance Examination Boards.

Freedom and Discipline in English (1965), the report of the Commission on English, appointed e College Entrance Examination Board in September,1959, was published in 1965. After the five-year study of teaching practices around the country, the authors provided some guide for improving English instruction and proposed "...standards of achievement for college preparatory students." The rationale for specifying such a narrow or limited audience was that "...experience with students in the College Board Advanced Placement Program continues to reveal that better teaching of able students affects the whole school. The Commission's efforts then, though aimed at one group, are intended to influence all tracks and all levels."

This admitted elitism was admirably more candid about its stress on academically oriented students than were the various curriculum centers operating under Project English. This aside is only

important here as it sheds light on the Report's answer to the initial question posed earlier, What is English? The definition is interesting because it is a deviation from that of the Basic Issues:

> The answer (to what is English?) rests on the unstartling assumption that language, primarily the English language, is the proper content of the English curriculum.

Although in the following chapter of Freedom and Discipline in English, literature, composition, and language are treated separately - following the pattern after Basic Issues - it is interesting to note that the simple answer suggests a more organic, holistic concept about the content of English. Though this definition would exclude literature in translation and the media, it was a step toward a redefinition of English, a year later articulated at the Dartmouth Conference of Anglo-American Educators.

What has been covered to this point, the years of 1957-1965, is the period in the evolution of English Education which James Miller (1967) identified as Academic English: "a revolution in our schools which we may, for convenience, date from Russia's Sputnik laun hing in 1957." This stage of English education accompanied the introduction of "the new math, the new physics.....together with emphasis on intellectual grouping or tracking to identify and challenge the intellectually gifted -

all rather much under the supervision of the academic rather than the education's establishment, and all somewhat a reaction to the academically thin curricula of the schools awash in the back eddies of extreme progressivism."

This "Progressive English, which was preceded by 'Authoritarian English' or...the arid classicism and rote learning of the Nineteenth Century," was a second period of English education, much influenced by the philosophy of John Dewey. Miller identified a fourth period, "Humanitarian English, as a reaction against the post-Sputnik academic notion that English was a discipline composed of literature, language, and composition." The harbinger of this fourth period can be detected in the shift from the tripartite notion of English as composition, literature, and language to that of language being the proper content of the English curriculum, stated in Freedom and Discipline in English, (although the single focus on the academically able student makes this document more representative of the Academic English Period).

The real catalyst precipitating the new "Humanitarian English" was the Anglo-American Conference on the Teaching and Learning of English

held at Dartmouth College in the summer of 1966. One of the purposes of the conference was to answer the question, What is English?

On one hand the American participants generally went to the conference heralding the English Curricula of their institutions, often the product of the several Project English Curriculum Centers. These curricula were content-oriented and were, with few exceptions, developed with college-bound students in mind. On the other hand, the British participants went to Dartmouth with a student-centered, affective curriculum in English, resembling superficially the earlier American "Progressive English"(the difference being that Humanitarian English was language based; moreover, it was the child's language, observed in operation from day-to-day, from which the curriculum grew). The British curriculum had been in practice in some schools, especially infant schools.

The result of the confrontation was that the British won the day. The two major publications reflect the nature of the conference were Growth Through English by John Dixon and The Uses of English: Guidelines for the Teaching of English from the Anglo-American Conference at Dartmouth College by Herbert

Muller. The title of the former suggests a central theme of the conference, personal growth: "the need to re-examine the learning processes and the meaning to the individual or what he is doing in his English lessons." Dixon further states "It (the need to carefully study the student's language) was for this reason that members of the seminar moved from an attempt to define What English is? - a question that throws the emphasis on nouns like skills, and proficiencies, sets of books and the heritage - to a definition by process, a description of the activities we engage in through language" (1967).

Muller's book is more designed for the general reader. Its first chapter unsurprisingly is entitled "What is English?". His initial remarks further underscore the emphasis on progress:

> Offhand, everybody knows what English is. It is the language we have been using all our lives, it is reading and writing..." (1967).

Though Muller identifies the two positions, the American content-oriented versus the British student-oriented by referring to the differences in each society (democratic society that views education as a means for social mobility versus aristocratic stratified society that until recently reserved schools for the country's elite), he tends to concur with the way the British transformed and made operational the question "What is

English?" into "What should a teacher of English do?". According to the British the teacher of English should do his best to assist the development of the child. Indeed, like Kohlberg, they would center the curriculum not on the subject matter but on the child, his interests, and his immediate needs, always with an eye on individual differences.

Markwardt (1967) argues further in "The Dartmouth Seminar":

> If there is a 'New English', it is to be found by re-examining and re-interpreting the child's experience in language rather than by introducing new content, as has been characteristic of curriculum change in certain other school subjects, notably mathematics, science, and geography.

More succinctly Purves sees instruction in English since the Dartmouth Conference as "people using language to shape their experience and people using a variety of languages to articulate their responses to the varieties of aesthetic expression. English is therefore a series of behaviors, of verbal and non-verbal manifestations of the experience of people as they encounter life in all its manifestations, and as they encounter that anti-life, that mirror onto life that is literature. English is both active and participatory , and it is reflexive and analytic" (1971).

The stages of English education successively appear shorter in years: Academic English 1915-1929,

Progressive English 1925-1956, Academic English 1957-1968, Humanitarian English 1966-1973. Today, when Humanitarian English is being embraced by classroom teachers, a new English has emerged, Technological English. The newest stage of English is the result of the fusion of two trends in education generally, that of operant behavioralism and systems analysis. The fusion was hastened by the ubiquitous cry for accountability. In California a new managerial plan, recommended by the Advisory Committee on Program Planning Budget Systems with assistance of Peat, Marwick, and Mitchell, was recommended for approval by the State Board of Education. The design required that student performance objectives or overt behavior be prespecified by teachers, and that students manifesting the desired behavior would constitute success or failure of the lesson. Presumably the results would provide the teacher systematically with "feedback" which would aid him in modifying his future pedagogical "input". Technological English is skills-oriented, though it is compatible with some of the cognitive goals of the earlier Academic English curricula developed under Project English.

Such a prescriptive, reductionistic formula, so compatible with industry and business methods, is incompatible with a subject area like English, which

places a great emphasis on experience rather than on acts which a teacher can train his students to perform.

This lengthy history of the changing nature of English education is necessary in order to give perspective to the reader for the following definition of the nature of English, articulated in 1967 and the guiding philosophy and organizing principle of the non-graded, multi-selective English curriculum.

One assumption which the Concord High School English Department endorsed was that the discipline of English is not a collection of vaguely related units, but rather a composite which has its unity in the "three L's": Literature, Language, and Languaging. These three terms are not separate areas of content, but rather structural integrals of an organic communication system. English does not have a content. As James Moffett (1966) suggests:

> ...English, mathematics and foreign languages are not about anything in the same sense that history, biology, physics, and other primarily empirical subjects are about something. English, French, and mathematics are symbol systems, into which the phenomenal data of empirical subjects are cast and by means of which we think about them. Symbol systems are not primarily about themselves: they are about other subjects. When a student "learns" one of these systems, he learns how to operate it. The main point is to think and talk about other things by means of this system.... The failure to distinguish kinds and order of knowledge amounts to a crippling epistemological error built into the heart of the overall curric-

> ulum...The hidden assumptions of this classification (the subject matter) have taught students to be naïve about both symbols and the nature of information.

The three superficial terms "Literature," "Language," and"Languaging" do not denote three categories of content except in the sense that with each area symbols exist, the means with which we manipulate the communication process. Each area is merely a focus or an emphasis which students will be more exposed to than in the other two areas. Generally speaking, each term reveals the answers to questions about this symbolic communication process called English: "How do the great communicators express the joy and pain of the human condition?", a question asked by a reader of the symbolic system; "Why does language affect man?" and "How does it operate?", questions asked by the critic, the psychologist and the student of the system; "How does one effectively operate this communication process?", a question posed by a composer of the system. Literature is the reservoir of messages written by the most clairvoyant members of the race. The main emphasis in the teaching of literature should not be enumerating authors, listing dates, studying cultures from which writers came or or discussing fighting issues of the contemporary scene. Yet, this is too often the substance

of many secondary English courses. Language is the medium of communication and languaging or composition is an activity or a process unlike language or linguistics and literature which are products or content.

Another problem, resulting from the nature of the discipline, lies in the fact that every act of learning has both antecedents and consequences. Depending upon the degree of the student's understanding are his past experience and knowledge. A teacher cannot hope to teach Tennyson's "Ulysses" to a student who is unaware of classical referents. This absence of background is the case with many average American students, not to mention the foreign born whose cultural heritage is other than Western European. The results of such experiences are often the student's repugnance for poetry, for the classics, and for reading. How would a curriculum prepare students with elementary ingredients which could be built upon, broadened and re-enforced in succeeding levels of instruction without drifting into the traditional "particle" approach? How can elementary work in usage, phonology, semantics be introduced at the lower levels so that instruction at higher levels will make sense without creating the rigidity Moffett warns against, which would prescribe content to be covered? Piaget tells us that the process of

"reversibility" or sophisticated thinking rather than mere perception is manifested gradually after the age of seven. Will there be some ninth graders whose mental process will be at the other extreme of those twenty-five percent (25%) who are superior to fifty percent (50%) of the twelfth graders and who will still be able only to operate on the perception phase of ratiocination? Can a ninth grade curriculum introduce mythology, e.g., Pygmalion, in order to prepare one for upper levels of instruction in which he would study a Twentieth Century artist such as Shaw. would use such a myth, without causing the slower student to be frustrated and infuriated by the seemingly irrelevant religion of a dead age?

Concepts in the curriculum should accrete and should be organized around the cognitive process of the human mind. The curriculum should be organic and based on the developmental nature of the adolescent. Such a curriculum cannot be just an eclectic collection of pickings of "little college courses", but it must be a tripartite core, based on the three facets of the symbolic communication system,(e.g., literature, language, and languaging,) with a series of phases in each strand designed to prepare the student for the next phase and with offering numerous "chains" of courses designed to fulfill the

individual's need. A curriculum which offers a maximum of well thought out selective courses is the most satisfactory answer to the preceding questions in the light of the demands of the society, the requirements of the individual and the nature of the discipline of English.

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CHAPTER IV

History and Analysis of Program Development and Function

Stone identifies six phases in the process of developing, structuring, and implementing curriculum innovations (1968). These phases are helpful as a structure for documenting the progression of the development and implementation of the non-graded, multi-selective English Program at Concord High School.

According to Stone the first stage refers to that period of time during which ambitious faculty members generate new ideas and experimental options in curriculum. They receive assurance of cooperation from the members of other departments and from the administration and receive a guarantee from trustees, school districts, or boards of education who approve the new model as conforming to local and state laws.

"Launching", stage two, is that period of implementation during which the department members face the realities of everyday operation. They review the original plan and make necessary alterations and discuss successes and/or failures with students, with teachers in other departments, with administrators, and, to a lesser degree, with parents.

"Showdown" is the third stage during which results of modifications of the new plan are weighed in light of the conventional program. It is during this period that forces begin to polarize both within the department and among the school staff, when the question of continuation is raised and when such questions are considered: should there be a return to the old program? can there be compromises? and can parallel programs coexist? the experimental model operating beside the conventional program?

"Impact on Other Curricula" is the next stage; this is a period during which experimental curriculum continues regardless of later modifications or "cooptations". It is a time when the influence of the new program begins to spread to other departments and to other special service areas such as counselling, the library, and the community through PTA activities. Are other departments following the lead of the innovative curriculum, are they considering and adopting other models more conducive to learning, are they interacting with a different realm of subject content, or are they withdrawing, cynically, to await the wearing off of the Hawthorne effect?

"Changed Climate on Campus" is stage five, a

period during which one can detect a more open atmosphere beyond the academic life; new interests of the students find expression in new clubs or informal symposia, such as teachers remaining far after the final bell to talk with students who have returned to have questions answered or merely to share their problems and concerns. Often during this stage the community participates through volunteer paraprofessional assistance with the work load of the teachers.

"Changes in Community", the sixth stage, is that period during which one can detect the experimental program's affect on the community and/or its spirit is infused in the surrounding locale. This influence can be detected by asking such questions as the following: are parents to a greater extent more informed about the program, is there an increase in the willingness of community members to assist the schools, is there evidence among other schools in the same district that the program has caused changes, and has the professional community beyond the district recognized the importance of the program? Further, is there state-wide or even nation-wide recognition of the new program?

Using Stone's stages I plan to review the evolution of the non-graded, multi-selective English program to the present..

Concord High School, the seventh high school in the Mt. Diablo Unified School District, opened in September, 1966, for students in grades nine, ten, and eleven. Ninety percent (90%) of the eleventh grade was composed of students from the 1965-66 tenth grade class at Ygnacio Valley High School, an area which represents the highest socio-economic status in the Mt. Diablo District. Ninety percent (90%) of the tenth grade students came from Clayton Valley High School; ninety percent (90%) of the ninth grade came from a composite of intermediate schools that feed into Mt. Diablo High School. The subsequent entering classes were integrated from the three areas.

The new English Department was composed of eleven teachers, averaging 3.6 years of teaching experience. One had an M.A. in English; eight were first-year teachers. The department chairman had taught five years, but had never had the experience of chairing a department.

Idea to Action: Stage I

The first year was a busy period of adapting and adjusting. During the year the eleventh grade classes were surveyed to find out what the students wanted in an English program. Their responses generally suggested that the students wanted greater specificity regarding the purposes of English, more literature and composition, and that each area be more thoroughly identified, such as poetry, the American novel, etc.

During the year of 1967-68 the members of the department visited other schools, attended professional conferences and on one occasion the entire department attended a University of California Extension Course (Berkeley) on the teaching of composition in high schools. The department spent many meetings forgeing a rationale, a set of goals, a curriculum structure, and an evaluation design.

The non-graded courses were to be open to all tenth, eleventh, and twelfth graders and to be designated according to the study: theme, genre, or activity. Some thirty-two courses were developed by several teachers or by a teacher wishing to create and teach a particular class. In each course description instructional objectives were stated and

content identified. The objectives of the class were to be more specific statements of the department's abstract goals. For instance, the eighth goal in the rationale was:

> The students will be flexible in view of language change. These students will be able to 'swing with' change in language and should either accept this fluctuation if it enhances meaning betters the society within which they live or reject it if it clouds communication or denigrates the dignity of individuals who belong to minority groups. The difference between 'will' and 'shall' does not distort communication and the liberal acceptance of either may ease the timidity of some who are unsure of their usage. The dialect of minority groups gives flavor and variety to our language and should not be the object of ridicule by narrow-minded bigots. Clarity and justice should be the formula for adjustment to linguistic change (1969).

An instructional objective that is a counterpart or more specific aim related to the Shakespeare selective, a course granting academic credit, is the following:

> He (the student) will be able to see the difference between the dialects and usage of minor characters and major characters, and will be able to state how certain language forms reveal various characters' positions in their social hierarchy. He will also be agreeable to the notion of linguistic change which is inevitable over a period of time, and will not be bothered by the frequent deviation from conventional usage, such as Shakespeare's use of the double negative (1969).

In light of the three external social influences, e.g., the demands of the society, the requirements of the learner, and the nature of the subject matter, and the objectives for graduating seniors, the Concord High Language Arts Department believed that the curriculum adumbrated below was the most meaningful and effective solution to the problem of how to best develop a basic literacy.

Every student is required to take at least six semesters of English. The student fulfills two semesters in the ninth grade English, entering Upper Class with four more classes in the subject area. It is a general department policy that each student take one course in each of the three strands language, literature, and languaging.

Both the terminal students with six semesters of English, along with the college-bound students were to attain to some degree the twelve goals: an independence with a knowledge of the availability of information, an enthusiasm for the potency of words, and interest in any linguistic media, a critical ability to detect sham or superficiality, a habit of reading for enjoyment, a realization that answers to problems can be found in literature, a security in judging what is good, a flexible attitude toward changing language, a capability to

Table IV A

THE NON-GRADED, MULTI-SELECTIVE ENGLISH PROGRAM
FOR THREE STRANDS ACROSS FOUR PHASES

Ninth grade or English I			
Upper Grade Courses (10, 11, 12)			
PHASES	LANGUAGE SELECTIVES	LITERATURE SELECTIVES	LANGUAGING SELECTIVES
1	Media and Communi-cations	Remedial Reading Non-fiction American Literature I Film Study Developmental Reading Speed Reading Short story	Composition I Creative Speech Applied English
2	Language I Symbology I	Directed Reading Fantasy Literature American Literature II Myth and Epic The Film Poetry World Literature Black Literature	Composition II Composition III
3	Language II Symbology II	Literary Clasics English Literature Modern Literature Russian Literature Shakespeare Drama as Literature Bible as Literature	Composition IV Prose Style
4	Speech I, II; Drama I, II, III, IV; Creative Writing I, II; Journalism I, II, Journalism III; Humanities I, II		

compose articulately on paper or verbally, an understanding of the phenomena of grammar, a liberal acceptance of usage and knowledge of linguistic appropriateness, and knowledge that one can return to a work of literature and find new meaning.

One of the realities during "The Idea to Action Stage" is that there is a danger inherent in the purpose of providing choices for students. Too often the motive becomes usurped; there is a precedent in the earlier history of higher education. The elective course offering was initiated at Harvard University under Charles Eliot to make the curriculum more attractive to students. But the whole innovation became eroded by faculty developing prerequisites to protect their vested academic interests (1962). Such dynasty building can occur easily in a high school selective English program. Therefore, policies must be built into the design and agreed upon by all the members of the department.

The first step at Concord High School was to articulate the program goals or the purposes that would foster among students what Edmund Farrell (1966) describes as "attributes of an individual's freedom in a world of language"

The following were the goals developed by the department:

...To enable the student to know where to go to find what kind of information. Both the terminal and college-bound student should possess skills which would make him free of formal education. These skills are as elementary as the ability to use a dictionary or The Periodical Guide to Literature and as complex as the capability to identify an author's attitude in a novel, a journalist's bias in an editorial, or a speaker's partiality in a polemic.

...To enable the student to love words and to be affected by their rhythms and sounds. Both of these students should have a love for words and should continually enlarge and enrich their vocabularies. They should be as attentive to the meaning of the lyrics of Dylan Thomas as they are to the meaning of the lyrics of Bob Dylan. They should be aware of the role and power of words in the communication process and should understand how to use words effectively.

...To enable the student to be aware of the various vehicles by which words are channeled and understand how the media affects content. These students should be intrigued by all the media which communicates through language. They should have broad reading habits, a familiarity with a variety of newspapers and magazines and a feeling that reading fiction is a pleasurable pastime. TV, radio and film should offer rich experiences. These students should not be passive recipients of the messages of the many media, but rather they should be discriminating consumers, constantly improving their tastes and passing up the sentimental and factitious.

...To enable the student to understand the evocative power of words--how and why sentences are constructed for what purpose. The terminal students no less than the college-bound students should be aware of the importance of language which engulfs them. As citizens in a democratic society, they must be keenly aware of the manipulation of language by politicians, advertizers and the press. They should be familiar with the means of falacious writing, of transfer, of argumentum ad hominum, and of post hoc ergo propter hoc. They should not adopt a close-minded, cynical, political quietism which refuses to listen to anyone because "every-

body distorts language in order to benefit his interests" but rather they should become actively and critically engaged with any point of view.

...To enable the student to realize that literature is a surcease from the tribulations of life. Both kinds of students ought to be able to find in literature a surcease from the demands of this age. These graduates, realizing that language gives form and permanence to this changing life, should seek out literature which suggests values to live by and provides insights into life's ambiguities. Through the encounter of imaginary characters, these students should understand the inner conflicts, anxieties and enjoyments of others, and feel sympathy with those quite different from themselves. Literature is the artistic handling of language, constituted by the writers to be an unlimited source of entertainment and enjoyment to the reader.

... To enable the student to understand that literature allows a dialogue with voices from the past. These two types of students will be aware of the significance of language. Language is a means, which is solely man's, of commenting on language, and it is a record of the lessons of the past which can serve as guides to the future. Man's experience,his inquiries, and his discoveries are transmitted across ethnic boundaries through time for the benefit of future man. As the literature of one's culture solidifies one's position in the continuity of time, so literature of other cultures places one in the panorama of man.

... To enable the student to be independent and yet humble with ideas. These students will learn humility and independence in their encounters with ideas. Though their education has widened thier tastes and fostered a spirit of inquiry, and thereby established a basis for disciplined judgment, they would not impose their preferences upon others nor become intellectual snobs, unwilling to read or to listen to another's opinion for fear that their ideas nay not be the last word.

... To enable the student to be flexible in view of language change. These students will be able to 'swing with' change in language, and should either accept this fluctuation if

it enhances meaning or betters the society within which they live or reject it if it clouds communication or denigrates the dignity of individuals who belong to minority groups. The difference between "will" and "shall" does not distort communication, and liberal acceptance of either may ease the timidity of some who are unsure of their usage. The dialect of minority groups gives flavor and variety to our language and should not be the object of ridicule by narrow-minded bigots. Clarity and justice should be the formula for adjusting to linguistic change.

... To enable the student to know the strengths and weaknesses of oral and of written languaging. Though these two kinds of student will differ according to their future role in society, they will be able to communicate effectively by oral or written means. In both oral and written composition they must be aware of the audience to whom they address their message. Their communication should be honest and free of ambiguity. They should be aware of the difference between the modes of discourse and be able to exploit the benefits of each and ameliorate the deficiencies of each. Though oral discourse is dramatic and immediate, the speaker must realize that the audience cannot reread his ideas. Therefore, his talk, modified by gesture and vocal devices, must be logical and easy to understand. While writing, the student-author must be conscious of possible vagueness of his writings which would lead the reader to make false inferences. He must be aware of the potentiality of symbols of punctuation which can be used to approximate vocal pitch, intonation and stress. He must be at one time the actor and audience of his act of writing; creatively synthesizing ideas while being judiciously detached, weighing the merit of his expression.

... To enable the student to be aware of the two major systems of linguistic analysis. These students should understand how language works. They should be aware of various systems of language, not with the notion in mind that being able to analyze language will somehow enable them to write better (this utility may be a by-product) but will desire to understand this phenomenon of man for its own sake. They should recognize that

> language is a system with a definite order, with finite elements with which to work, and with an infinite number of possible combinations. They should know that grammar and usage are two different provinces of language and that one should not use the term grammar when one is criticizing inappropriate usage.
> ... To enable the student to have an open attitude toward language usage. Although these two students may distinguish appropriate usage and inappropriate usage, they will not judge the speaker, whose language may be deemed uneducated, on the basis of word choice alone, but on the merit of the message. They will have respect for the integrity of all regardless of background but will have contempt for the unscrupulous, whether or not the latter has polished language.
> ... To enable the student to realize that a work of art can be experienced more than one time. Both the terminal and college-bound student will understand that interpretation does not connote finality of issues. Students will be free of the notion that they "did" The Red Badge of Courage in an earlier selective or that they "did" Hamlet in British Literature class, and of resenting duplication of works. No "last word" exists in exegesis (1969).

These twelve achievements and/or attitudes of the graduating seniors of Concord High School will be the department's guidelines and will measure the success or failure of the curriculum of the Language Arts Department. The question which must be answered at this point is the second introductory inquiry, "How will the objectives affect the structure, materials, and methods which the English teacher will use in the classroom?"

Launching: Stage II

With the assistance of the district office, especially Norman Naas, Director of Secondary Curriculum, and Dr. Harvey Wall, Coordinator of Mentally Gifted Programs and Research, a pilot curriculum was introduced and evaluated in the school year of 1968-69. The experimental design included the COOP English Examination and a composition exercise developed by the department, supervised by a consultant with expertise in rhetoric from outside the district (see Chapter X, Study C); each to be administered to every Concord student. A control population from Ygnacio Valley High School was composed of sixteen classes: two classes of "A"students, one of "B" students, and one of "C" students for each of the four grades. These students were administered the same instruments, the data from which were evaluated by the same procedures as those were by Concord High School data. After the first year the data suggest that the Concord High English Department was achieving its goals better than the Ygnacio Valley English Department was achieving the Concord High goals.

The Concord High School English teachers were actively involved in advising or counselling their students before each chose his next selective; in some

instances the teacher advised a series of selectives uniquely suited to challenge the student's abilities, his experiences and/or to strengthen his weaknesses. The students leaving the ninth grade were to choose a number of courses so that by graduation they would have been in at least one course in each of the three strands--language, literature, and languaging.

The phases roughly indicated the degree of difficulty of a course. Selectives in phase one were geared for those students who lacked essential skills and might be more interested in the content of courses such as science fiction, literature of fantasy, creative speech, or media and communications.

Selectives in phase two were more challenging and were generally survey courses, rather than highly specialized content. Phase three selectives were very challenging and quite specialized, such as Shakespeare, symbology, prose style.

Phase four courses were electives rather than selectives, the latter fulfilling the required credit for English. Phase four electives were activity or production-oriented courses such as journalism, drama, year-book and speech.

Program Structure

A curriculum which offers selectives with certain restrictions for students, grouped not according to age but achievement and teacher recommendation, was hypothesized to be most effective in achieving aspects of the goals discussed above. The student has a certain degree of choice to opt for his selective, giving him a responsibility which would hopefully motivate him to succeed and enable him to see school as an institution established for broadening individual talents. The ninth grade program is mainly devoted to diagnosing each student's strengths and weaknesses. Three teachers, working as a team, taught literature and administered diagnostic tests, but each conducted workshops with smaller groups separated according to achievement in the particular skill in which that workshop was engaged. The course emphasized those skills necessary for each student to develop his or her talents in language and literature. The specific skills workshops included the following: Composition (including spelling, grammaticality, sentence and paragraph composition and lexicography); listening (as a source both of instruction and enjoyment); grammar (as a systematic study of language); speech (both discursive and imaginative speech); and usage and dialect. Reading included all

the literary genres, with material selected for the individual student according to his needs and abilities.

Grades ten, eleven and twelve were referred to as Upper Class. Selectives offered to these students are divided into three strands: literature, language, and languaging. In each strand there were a series of phases organized in a sequential pattern. Students leaving the ninth grade were able to enter the appropriate phase in any one of the three strands. The determining factors on which the decision of what strand and phase a student may select were the following: 1) the record of their achievement in that area in the ninth grade, 2) teacher's recommendation, and 3) the student's choice. Thus the quixotic student cannot unrestrainedly gather a schedule full of enticing courses. The first phases in each of the strands were skills oriented, designed to carry the student beyond his accomplishments in the ninth grade. The later phases were advanced study in the three provinces of linguistic behavior. So as not to fragment the discipline or imply that literature is about literature, or that language is about language or that composition is about composition, each phase reenforces the organic principle that language is a symbolic system which is about "something else", and that the three strands are merely different aspects of the same thing. For

instance, in composition II much reading is accomplished. Dialects are an aspect of language study in the American Literature II selective.

Students who possess the basic skills in a particular strand may move directly into the later phases. "Leaping phases" should be an incentive to all students. The variety of selectives will permit limited exploration of many areas of knowledge in greater depth and will preclude repetitive instruction, the case in the conventional "lock-step" curriculum, a product of textbooks and those teachers who allow these books to determine their curriculum.

Show Down: Stage III

The department encountered four troublesome areas during the "Launching Stage". The counselling staff became confused about its function. Second the descrimination between selectives and electives (phases 1 - 3 courses and phase 4 course) brought to the surface an antipathy that several teachers of electives had toward their fellow English teachers. Also, other departments began losing the academically superior students who preferred taking two, three, or four English courses to French IV or V, or Advanced Chemistry. Finally parents, teachers and administrators began to accuse the system of English by choice

of enabling lazy students to take easy courses and not get the "basics."

During the "Launching Stage", roughly two school years, not only counsellors were confused about the nature of such courses as Symbology and Prose Style, but so also were teachers who were advising their students about the different courses each might sign up for. There was a pamphlet describing the content of the courses and the lengthy program rationale, but either these counsellors and teachers found the descriptions inadequate or could not find the time to read everything. Essentially the English teachers were to become advisors or counsellors of a student's English program; the counsellors' function was reduced to coordinating the student's English class with other courses. Having been assigned an average of three different courses a semester, some English teachers begrudged the responsibility to freshen up on what "creative speech", "prose style", etc., entailed in order to adequately inform their students of the many available options.

This intra and interdepartment problem was solved mainly by the student, to a lesser extent by time and experience. During advising week when a student asked a teacher what is involved in a course like "directional reading", the answer generally came

not from the uninformed teacher, but rather from a fellow student who had taken the course the previous semester. Eventually the advisory function of the English teacher began to erode, and the counsellor developed stereotypes of the "kinds" of courses for certain "kinds" of kids. The erosion of this teacher responsibility is one of the most serious problems in every selective program.

The second showdown must be viewed historically, because it is an ongoing phenomena related to attempts to identify the nature of English, discussed in Chapter III, pp. 77. The selective/elective dichotomy resulted from carrying over the definition of English approved by the Mt. Diablo Board of Education. This definition is largely that of the one articulated by the Basic Issues report (1958). English courses are content-oriented and include a just proportion of exposure of composition, reading, literature and study of language. In the conventional English the courses titled speech, journalism, drama, humanities, yearbook, and creative writing were different from English III, or English IV in that these courses are production-oriented. The legitimacy of this distinction should be challenged overtly, but in both the conventional and selective English programs, the teachers of electives generally challenged this distinction covertly, though as mentioned above, such a challenge

is more salient in selective programs.

The challenge is usually passive-- a refusal to attend English Department meetings, an infrequent complaint that refusing drama to be a substitute for an English selective course causes a loss of students and even an annihilation of programs. This intra-departmental showdown results in a strong elective teacher vigorously recruiting students, making this elective truly attractive to students, negotiating with the English Department chairman and administration to allow his course to be a substutute for a selective behind the back of district policy (a fortunate attribute of an extremely decentralized school district like Mt. Diablo Unified School District). It also led to a teacher who was reluctant to teach the elective in secretly being delighted when the elective whithered out of the course offerings.

The interdepartmental dimension of this problem above is also perennial, though more salient in the selective programs. The foreign language teacher who is now truly threatened due to colleges and universities no longer requiring so much foreign language instruction, argues that he is the one who really teaches the student grammar. The business English teacher complains that he is the only one teaching the basics of English. The social studies teacher

argues, often justly, that some selectives, "Black Literature", "The Law as Literature" and "Sexism in Literature" are infringing on his turf. Though some of these complaints are valid, others reveal a lack of understanding that English is experimental and teaches students to think and articulate thoughts, and is not solely to train students in the niceties of linguistic etiquette. There has not really been a showdown at Concord High School as yet, though a clash may not be far off.

That other departments lose academic students has been resolved by many of those departments reverting to the semester course and competing by enriching their programs. Indeed with so many "singleton" courses offered, the ablest students and frequently students and counsellors who favor other departments, see to it that the students wind up in the advanced non-English courses. This occurence has created a problem in those English Departments that have promoted nontracking, heterogeneous classes. For, if the vector geometry class takes the most able students in the fourth period, the various English selectives during that period inadvertantly begin to be populated by a rather homogeneous, less able, group of students.

The accusation that the basics are not being

taught might be well founded, but first the so-called basics have to be identified. The great books that all students should read have never been identified. Indeed, in Squire and Applebee's A Study of English Programs in Selected High Schools (1966), the authors found that Macbeth had been read by sixty-one percent (61%) of the students surveyed and that only one other title was read by over fifty percent (50%), five titles read by between forty percent (40%) and forty-nine percent (49%), and two more titles read by between thirty percent (30%) and thirty-nine percent (39%).

The research represented here is important in light of these accusations, at least to the extent that vocabulary, speed of comprehension, Level of comprehension, English effectiveness and written composition are concerned. In the next chapter several studies related to this accusation are also discussed.

The perennial problem the selective program has encountered, once launched, is the mechanical problem of scheduling classes. Many students do not get their first or second choice, and after two weeks many want to take some other class. Moreover, even though at the end of the spring semester students think they know what English courses they will be taking the

following fall and spring semesters, they change their minds and the school schedule more often than not has to be rescheduled in November. Attempted or possible solutions have been (a) to block combinations of balánced courses like "American Literature II" and "Composition III", (b) to reschedule courses by allowing a "walk-through" so that in November students can choose courses on a first come, first served basis, (c) as is being considered currently at Pleasant Hill High School, to return to the conventional English I,II,III,IV.

Impact on Other Curricula: Stage 4

As mentioned above, during the showdown phase many other subject areas followed the example set by the new program. Voltaire astutely observed that the finest form of flattery is imitation, which suggests that the innovative, non-graded, multi-selective programs evolved to at least this stage in Stone's paradigm (1968).

Among the other English departments in the Mt. Diablo Unified School District there is also an observable impact. In one instance the adopting of the new curriculum by one school resulted in the loss of a control sample for this research. In 1968-69, the sample from Ygnacio Valley High School was compared with that of Concord High School. The results of which are presented in Table IVB. Although Ygnacio Valley

Table IVB
COOPERATIVE ENGLISH EXAMINATIONS

Percentile Ranks Based on Converted Scores for Q1, Q2, and Q3

Concord High School and Ygnacio Valley High School
Grades 9, 10, 11, and 12
May, 1969

School and Grade	N	Vocabulary CS	Vocabulary %ile	Level of Comprehension CS	Level of Comprehension %ile	Speed of Comprehension CS	Speed of Comprehension %ile	English Expression CS	English Expression %ile	Total Reading CS	Total Reading %ile
1ST QUARTILE											
CHS -- Gr. 9		144	51	141	36	142	45	139	33	143	43
YVHS --Gr. 9		147	59	149	63	148	67	143	47	149	66
CHS -- Gr. 10		147	49	147	46	147	49	143	34	147	48
YVHS -- Gr. 10		147	49	136	18	145	42	139	23	145	40
CHS -- GR. 11		150	53	149	42	147	40	144	31	149	45
YVHS -- Gr. 11		146	39	145	30	149	46	139	16	145	31
CHS -- Gr. 12		150	46	150	43	150	51	147	35	151	49
YVHS -- Gr. 12		152	53	148	30	146	40	143	22	149	42
MEDIAN											
CHS -- Gr. 9	450	149	66	150	69	148	67	147	60	149	66
YVHS -- Gr. 9	84	154	83	158	89	153	78	151	73	154	83
CHS -- Gr.10	449	153	69	154	72	155	75	150	62	154	75
YVHS -- Gr.10	87	154	75	155	72	153	69	147	48	154	75
CHS -- Gr.11	398	155	65	155	61	154	66	150	52	155	66
YVHS -- Gr.11	98	155	65	157	69	158	77	150	52	155	66
CHS -- Gr.12	302	157	65	157	66	157	67	152	54	157	68
YVHS -- Gr.12	95	156	65	156	66	154	61	150	47	155	61
3RD QUARTILE											
CHS -- Gr. 9		156	87	157	84	157	87	153	78	156	88
YVHS -- Gr. 9		160	93	161	93	161	94	157	88	160	94
CHS -- Gr. 10		158	85	160	90	161	89	156	81	160	90
YVHS -- Gr. 10		160	89	160	90	159	85	155	75	158	86
CHS -- Gr. 11		161	81	160	83	161	82	156	72	160	83
YVHS -- Gr. 11		165	89	161	83	163	87	159	78	163	87
CHS -- Gr. 12		164	87	160	80	163	85	159	72	164	89
YVHS -- Gr. 12		164	87	160	80	161	80	159	72	162	84

High School was used as a control group, the ability levels selected from Ygnacio Valley were higher than those of Concord High where the grouping was heterogeneous. Therefore, it would seem that in those skill areas, especially in the 9th and 10th grades where Ygnacio Valley scored higher, the percentile differences should have been much greater.

Table IVB reveals a comparison of Concord High School students and Ygnacio Valley High School students in percentile ranks based on converted scores for Quartiles 1,2,3. The data generally follows the pattern of the mean comparison.

Table IVC reveals four years of data obtained in the Composition workshop discussed in Chapter X. The Ygnacio Balley High School sample provides results against which Concord High School students' performance may be contrasted.

Table IVC

MT. DIABLO UNIFIED SCHOOL DISTRICT
DEPARTMENTAL COMPOSITION RESULTS FOR

Concord High School (Total population) and
Ygnacio Valley High School (Sample population)

WRITING SAMPLE

School	Grade	Year	N	Mean Score
CHS*	9	1968	451	2.84
CHS	9	1969	378	3.54
YVHS	9	1969	55	3.47
CHS	9	1970	398	3.50
CHS	9	1971	98	2.95
CHS	10	1968	385	2.94
CHS*	10	1969	381	3.76
YVHS	10	1969	78	3.60
CHS	10	1970	407	3.80
CHS	11	1968	330	3.80
CHS	11	1969	331	4.11
YVHS	11	1969	63	4.04
CHS*	11	1970	370	4.00
CHS	12	1968	182	3.29
CHS	12	1969	156	4.58
YVHS	12	1969	68	4.11
CHS	12	1970	174	4.10
CHS*	12	1971	150	3.995
CHS	School-wide	1968		2.80
CHS	School-wide	1969		3.88
CHS	School-wide	1970		3.80

* Represent the class from which student samples were obtained for Study A (Chapter VIII), Study B (Chapter IX) and Study C (Chapter X).

In 1969-1970 Ygnacio Valley High School English Department, along with the English departments of Clayton Valley High School, Mt. Diablo High School and Pleasant Hill High School, changed to the selective program, leaving only two other high school programs in the district continuing with the traditional program. The next year 1970-71 one of them, College Park High School, followed suit.

Although Concord High School provided the theoretical foundations for the non-graded, multi-selective curriculum (no other school developed goals or a rationale), the other schools had slightly different arrangements. Though Concord High School's courses were categorized into vertical strands of language, literature, and composition (languaging) with four horizontal phases, no other English Department made these divisions. Mt. Diablo High School was the only school, like Concord High School to open the selective courses to tenth graders; the other schools limited the selectives to the eleventh and twelfth graders.

The evaluation of the Concord High School program continued even though the control classes at Ygnacio Valley High School were lost. This study includes some of the data obtained, especially that dealing with composition in Chapter X.

Changed Climate on Campus: Stage 5

In 1970-71 twelve new selectives were introduced by the English Departments at Clayton Valley High School, Ygnacio Valley High School, Pleasant Hill High School, and Mt. Diablo High School. These courses were evaluated for approval by the Mt. Diablo Board of Education as permanent high school course offerings. This evaluation included teacher and administrator observation of the pilot classes in other schools and a student questionnaire administered to the more than 900 students taking the twelve selective classes in the five schools (1971).

During the school year of 1972-1973 a number of parents, administrators, and college instructors of English began criticizing the then ubiquitous non-graded, multi-selective programs on the grounds that high school graduates were unable to write or proof read.

The cause of much of the criticism from parents and high school administrators was the publication of the results of the subtests of the "Iowa Test of Educational Development", administered to all twelfth graders in California since 1970, as a result of legislative mandate (1968). This test had been attacked by the English profession, the California

Association of Teachers of English (1971), Central California Council of Teachers of English and the Contra Costa County Language Arts and Reading Committee (1973). The State Department of Education is considering replacing it with one shaped by the California Association of Teachers of English. Nevertheless, a great furor already created focused attention on high school selective programs, often making them scapegoats for the test results. A few teachers at schools in which non-graded selective English courses are offered are considering a return to the "lock-step" program, the main complaint being scheduling conflicts which frequently deny students not only the initial choice, but also all of their choices. Small schools especially experienced a greater number of mechanical problems.

Since the inception of the selective program at Concord High School, students have signed up in insufficient numbers to allow several level-three courses to be offered. Prose style has never been taught and Russian literature only three times and English literature only twice. One class of poetry is usually taught once a year; one class of Shakespeare has been taught each semester. What is surprising is that students in great numbers have selected

composition courses. The total number of composition classes taught each semester comes close to equaling the number of literature classes taught.

Table IVD

Number of English Classes by semester in the literature strand and the composition strand.

CLASS	Spring 68	Fall 68	S 69/F 69/	S 70 /F 70	S 71/F 71/	S 72/F 72/	S 73
Comp I	2	18	2	2	2	-	-
Comp II	7	8	8	5	5	10	9
Comp III	4	4	6	6	4	3	3
Comp IV	-	1	1	2	2	1	2
Cr. Sp.	1	1	1	1	1	1	1
Total	14	15	18	16	14	15	15
Class. Lit.	2	2	2	1	1	1	1
Dir. Read.	3	4	5	3	3	3	4
Am. Lit. I	1	1	2	2	2	3	3
Am. Lit. II	5	3	3	2	2	2	2
Mod. Lit.	4	1	6	2	2	1	1
Shakespeare	1	1	1	1	1	1	1
Mid. Lit.	1	1	1	1	1	2	1
Fant. Lit.	2	1	2	1	1	1	1
Eng. Lit.	1	1	1	2	1	1	1
Rom. Read.	1	1	2	2	1	1	1
Poetry					1	1	1
Film						1	1
Russ. Lit.						4	1
Film							2
Bible Lit.							2
Total	19	20	24	17	19	21	23

It must be added that the Hawthorne affect is perceivable to a certain degree when one compares the proportion of students taking English after the introduction of the selective program.

In the initial year of a non-graded, selective program the percentage of students in the entire English program increases. At Concord High School in 1967-1968 one hundred and two percent (102%) of the students were in the English/selective/elective program. That is, some students took more than one English course, for enrollment in the electives are counted in this figure. The following year it increased to one hundred and three percent (103%). However, a check-up of attendence in English every other year reveals that once tha program had been introduced the percentage dropped.

Concord High School is the only school that has sustained a percentage of one hundred and three percent (103%). Table IVE reveals the pattern at other schools: Clayton Valley High School dropped from one hundred and nine percent (109%) to below one hundred percent (100%), Ygnacio Valley, College Park, and Mt. Diablo following the same trend, while Pleasant Hill High School dropped from ninety-seven percent (97%) to eighty-two percent (82%).

It would be invalid to conclude that the English

Table IVE

Percentage of Students in Studentbody in the Englis' Program
1968-69 first year Concord High in Selective Program
1969-70 first year four other schools adopt program
1970-71 first year College Park High in program

High School	1968-1969 Fall	1968-1969 Spring	1970-1971 Fall	1970-1971 Spring	1972-1973 Fall	1972-1973 Spring
Clayton Valley	109.27	108.92	110.00	108.35	98.93	101.05
College Park	107.80	105.53	104.99	107.27	97.24	93.90
Concord	103.14	101.05	103.24	97.38	103.10	96.03
Mt. Diablo	103.82	104.26	97.68	101.13	93.87	93.36
Pacifica	113.12	101.76	106.50	98.90	99.55	101.58
Pleasant Hill	97.69	96.68	96.50	95.85	82.60	79.54
Ygnacio Valley	106.53	106.64	104.16	102.90	97.06	96.33

selective program discouraged students from taking more English, for since 1969 early graduation syphons off larger and larger numbers of seniors. Over two hundred (200) seniors graduate early at Ygnacio Valley High School. This trend can be detected in Tables IV E and IV F in the considerable drop off of attendance in English courses between the fall and spring semesters.

For a better picture of English attendance, see Study A', Chapter VIII.

Other evidence that the climate has changed as a result of the new program is that among the slowest students many are taking more English than they are required (See Study A'). The inverence that English is appealing to the less able or the alienated may be questioned by proposing an equally valid inference: that the English teachers are more hospitable to these students than are chemistry, social studies, or the teachers of other courses who threw them out of class.

There are and have been some clustered or informal clubs that gravitate around subjects like creative writing, symbology, creative speech, and modern literature. The subjects and the teachers have drawn students together to write and assemble literary anthologies that have been published sporadically at the high school with some poems being published nationally. From creative speech, Mrs. Margorie Locklear

NUMBERS AND PERCENTAGES OF STUDENTS DEVIATING FROM A SIX (6) PERIOD DAY PATTERN BY HIGH SCHOOL AS OF MARCH 30, 1973

High School	GRADE 9			GRADE 10			GRADE 11			GRADE 12			TOTALS		
	3-30-73 Total Enrollment	No. Students in less than 6 period day	No. Students in more than 6 period day	3-30-73 Total Enrollment	No. Students in less than 6 period day	No. Students in more than 6 period day	3-30-73 Total Enrollment	No. Students in less than 6 period day	No. Students in more than 6 period day	3-30-73 Total Enrollment	No. Students in less than 6 period day	No. Students in more than 6 period day	3-30-73 Enrollment	No. Students in less than 6 period day	No. Students in more than 6 period day
Clayton Valley	559	13 2.3%	11 2%	599	31 5.1%	59 10%	539	32 6%	59 11%	403	124 30.8%	38 9.4%	2,100	200 9.5%	167 8.0%
College Park	534	33 6.2%	48 9%	490	49 10%	91 18.6%	486	97 20%	96 20%	396	260 65.7%	36 9.1%	1,906	439 23.0%	271 14.2%
Concord	541	28 5.2%	5 1%	546	55 10.1%	22 4%	516	101 19.6%	49 9.5%	361	210 58.2%	15 4.2%	1,964	394 20.1%	91 4.6%
Mt. Diablo	561	36 6.4%	11 2%	534	59 11%	25 4.7%	568	63 11.1%	52 9.2%	426	144 33.8%	45 10.6%	2,089	302 14.5%	133 6.4%
Pacifica	176	9 5.1%	2 1.1%	163	14 8.6%	25 15.3%	168	18 10.7%	23 13.7%	124	59 47.6%	17 13.7%	631	100 15.8%	67 10.6%
Pleasant Hill	418	35 8.4%	3 1%	410	75 18.3%	29 7.1%	402	72 17.9%	31 7.7%	379	183 48.3%	26 6.9%	1,623	365 22.5%	89 5.5%
Ygnacio Valley	886	68 7.7%	84 9.5%	872	95 10.9%	161 18.5%	917	162 17.7%	148 16.1%	729	407 55.8%	80 11%	3,404	732 21.5%	473 13.9%
Totals	3,675	222 6.0%	164 4.5%	3,614	378 10.5%	412 11.4%	3,596	545 15.2%	458 12.7%	2,818	1,387 49.2%	257 9.1%	13,703	2,532 18.5%	1,291 9.4%

Table IVF

has organized an improvisational troup of less able students who perform at El Dorado Intermediate School and Westwood Elementary School. The Communist Roller Coaster, a group of alienated students, began in 1968-1969 and grew to the extent that the administrators at other campuses and in other districts alarmed the Mt. Diablo Board of Education and the club was disbanded. This type of student has been drawn to the English Department and has been the reason why at present there are two independent, alternative programs on the Concord High School campus this year. One, Diogenes, is team taught by two English teachers; and the other, Project Community, is established and coordinated through the English Department involving social studies teachers, English teachers, and counselors, as well as part of the staff at Project Community sponsored by teachers, English teachers, and counsellors, as well as part of the staff at Project Community sponsored by Dr. Wm. Soskins of the Psychology Department at the University of California, Berkeley.

Depending on the reader's values and belief system, the evidence of the impact on the campus described above is either promising or depressing. In my role in the District Office I view the evidence favorably, though there are others who are diametrically opposed to these changes. From my viewpoint, the non-graded, multi-selective program was implemented for

many reasons, one of which was to increase the relevance of the English program to all students, especially the potential drop-out. These alternative programs will complement this effort.

Changes in Community: Stage 6

It is difficult to assess the changes effected by the Concord High School program. Susan Jacobson of the Contra Costa Times has written about the attention the program has received nationally (1973). The October Issue of Scholastic Teacher carried an article that singled out the program as exemplary (1972), a judgment quoted from the California State Department Consultant in English, George Nemetz. George Hillocks, Jr. at the University of Chicago has the following to say about the program:

> The one program in this study that does present a rather well developed rationale for its course offerings is worth considering in detail. The program developed by Concord High School of the Mt. Diablo Unified School District in California begins with the assumption that 'those departments which cognitively and critically organize a curriculum around the objectives of developing basic literacy and which constantly examine their program will be more successful in educating their students.' The program accepts the assumptions that 'English is not a collection of vaguely related units, but rather a composite which has its unity in the communication process' and that the main task of the English teacher is to teach students how to "operate" the symbolic system central to the process. (1972)

There have been many requests around the nation for copies of the materials composed by the Concord

English Department. Requests have come from San Diego Unified School District; Concord/Carlisle High School, Concord, Massachusetts; James White Library, Andrews University, Berrien Springs, Michigan; Miami Norland Senior High School, Hialeah, Florida; Fairport Central School, Fairport, New York; Parkside High School, Jackson Public Schools, Jackson, Michigan; Claremont High School, Claremont, California; Lewiston High School, Lewiston, Maine; Dominican Convent, San Rafael, California; Aquinas High School, San Bernardino, California; Milford High School, Milford, Massachusetts; Okmulgee High School, Okmulgee, Oklahoma; Alhambra High School, a Unit of the Phoenix Union High School System, Phoenix, Arizona; Seattle Public Schools, Seattle, Washington; Sullivan County High School, Laparte, Pennsylvania; Columbia Public Schools, Richland County District One, Columbia, South Carolina; The School District of the City of Erie, Pennsylvania; Plaquemine High School, Plaquemine, Louisiana; Roald Amundsen High School, Chicago, Illinois; Winston-Salem/ Forsyth County School, Winston-Salem, North Carolina; Arlington Senior High School, Arlington Central School District, Poughkeepsie, New York; Preston High School, Preston, Idaho; Somerset Public Schools, Somerset, Wisconsin; Seldovia High School, Seldovia, Alaska; Halton County Board of Education, Burlington,

Ontario, Canada; Bedford Senior High School, Temperance, Michigan; Houghton Mifflin Company, Boston, Massachusetts; Gibault High School, Waterloo, Illinois; Marcos de Niza High School, A Unit of Tempe Union High School District, Tempe, Arizona; Ukiah High School, Ukiah, California; Dos Puiblos High School and Santa Barbara High School among others. To date, there are seventeen states and one province of Canada interested in the program. Presently, Redwood High School, Tamalpais Unified School District, Lowell High School, San Francisco Unified School District; Las Lomas High School, Acalanes Union High School District; and the five high schools in the Fremont Union School District have implemented the Concord model.

Obviously these reports ought to be well received by the Board of Education and the superintendent, whose assistance and encouragement inspired the continued extension of innovations, such as Project Community on the Concord High School campus, a project that has as one of its main goals the involvement of the community, through cross-generational dialogues, workshops, and paraprofessional involvement.

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CHAPTER V

Review of Literature

The pertinent literature reviewed is arranged in the following subsections: studies of change in student attitudes; discourses on evaluation of curricula; cross-sectional studies of English programs and English curriculum materials; and studies of evaluation of English curriculum.

Change of student attitudes

The investigations under consideration in this project will be briefly reviewed to set the framework of the review of relevant literature.

The non-graded, multi-selective English research project conducted since 1968 is unique in that, as a case study, it is a longitudinal comparison, juxtaposing groups of students of different abilities against one another. This general, more comprehensive study at times included a control group, the 1968 graduating class from Concord High School. The question might be raised that a four-year comparison, between the experimental group of 1971 and the control group of 1968, will be clouded by changes in the zeitgeist. Gitchoff's study (1967) of a sample population at a sister school in Mt. Diablo Unified School District would support this suspicion. Yet, Gitchoff's findings in the area of student behavior related to the

status of drug abuse may have no effect on student performances in the cognitive areas focused on below. If a comparison of the dropout rate reveals no change over the four years, the plausibility of the rival hypotheses, resulting from time, jeopardizing internal validity, will be diminished. The findings of Offer (1970) and the preliminary results of the SCOPE Project, according to Dennis Donovan from the Center for Research and Development in Higher Education, University of California, suggest that student attitudes have not changed as much as one might think in the last five years (1965). If Offer is correct that students are still fond of their parents, partial to their P.E. teachers, and aspire to become millionaires, the zeitgeist of alienation is a chimera or is not a significant influence on youth, beyond such superficial manifestations as hair lengths:

> If most of our young people were like the ones who make the front pages, I think we would be in trouble. But the fact is that there are more students like the boys in this study than we realize. They are just not as visible (1970).

Evaluation of curriculum

In addition to the remarks of educational researchers quoted above, other authorities have suggested recommendations and models that have been useful in designing the Concord High School non-graded,

multi-selective English curriculum experiment; some of these are Anmann (1967), Clymer (1961), Scriven (1964), Staiger (1961, and Grobman (1964). On the issues of performance objectives opinions range from the position of Walbesser (1964) who believes course designers must state their objectives in behavioral terms, to Grobman's confession in her description of the BSCS evaluation that objectives may be developed ex post facto:

> If the evaluator is able to get such a list of objectives from the writers (of curriculum), it is a useful tool. But failure to get a list does not mean that the evaluation cannot progress. Objectives may be an emergent thing and, even if you start with a list, it will require modification. The BSCS now has a set of clearly defined objectives. These were not on hand before the writing conference; rather, they emerge from speeches, from prepared statements circulated among the writers and the BSCS staff, from the introductory material in the books, and from teacher materials. It was a matter of pinpointing as time went on. The writer could look at test items and say, 'This is what I mean,' or 'this is not what I mean,' even when they could not list aims in advance. One of the problems of the lists of objectives prepared in advance of the work is that they may not represent the real objectives (1964).

Scriven provides a number of areas that one might study to determine the effectiveness of curricular changes. He suggests that in addition to evaluating the change of the students, the primary target, the

researcher should monitor the changes recorded on the secondary or tertiary targets. These targets are those who are not directly influenced by the interaction between the teacher and the student but are other figures, administrators, counselors, and parents and also other members of the community and other schools in the district.

The paradigm presented by Stone (1967), describing the evolutionary stages in implementing curriculum is useful in explaining a number of these effects. The six stages of the paradigm have been used in Chapter IV to chart some secondary and tertiary effects of the Concord High School non-graded, multi-selective curriculum in English. Some evidence is presented at the various stages to explain possible Hawthorne effects and other difficulties of field testing.

Cross-sectional studies of English curricula and curriculum materials

Two important cross-sectional studies of English teaching at the high school level are the works of Squire and Applebee, High School Instruction Today (1966), and Teaching English in the United Kingdom (1969). The first was a survey of the teaching of English in one hundred and fifty-eight (158) high schools in the United States; the other included forty-two (42) schools in the United Kingdom. These studies provide one with an indication of the trends

in methods of teaching English, in curriculum development, and in teacher education, but they do not evaluate student performances as a criteria of change (except that one criterion for selection was that a school consistently graduated NCTE Achievement Award winners).

The many reports of Shugrue, especially in his overview of developments in English in a Decade of Change (1968), deal with materials produced by Project English Curriculum Centers, not with the performances of students completing their four years in these model curricula. It is interesting that Shugrue fails to mention non-graded, multi-selective English. Squire and Applebee (1966) allude to it cautiously as "English by choice." Evans and Walder (1966), like Shugrue's early reports, recommend assessing effects of change in curricula on students by isolating and evaluating the three basic components of English: literature, composition, and language. In view of Squire and Applebee's statements and Shugrue's later overview, the Anglo-American Dartmouth Conference significantly shifts the focus away from this tripartite notion of English. Muller (1967), Dixon (1967), and Moffett (1965) argue that the three components do not constitute the structure of English. Rather English is a linguistic process of using one language or a number

of languages to evoke a response from a variety of audiences and to respond to a variety of esthetic experiences.

Markwardt makes a distinction about the nature of post-Dartmouth English:

> If there is a 'New English', it is to be found by re-examining and re-interpreting the child's experience in language rather than by introducing new content, as has been characteristic of curriculum change in certain other school subjects, notably mathematics, science and geography (1967).

Signs indicate that the content-oriented academic period in the evolution of the teaching of English has been eclipsed by the Dartmouth English. Testing the former was relatively easy and inexpensive, the latter elusive and not commensurate with most present measuring instruments, and also very expensive if one wishes to imitate the techniques of Bernstein (1964) and Mellon (1969).

Studies of evaluation of English curriculum

Of the twelve curricula in English developed by universities and colleges under the auspices of Project English, only Carnegie Tech, Indiana, Minnesota, Nebraska, Northwestern, Oregon, and Wisconsin dealt with senior high school curriculum. The Minnesota English curriculum focused on language only. The Northwestern English curriculum dealt with composition only. Carnegie Tech and Indiana's programs were three-

year high school curricula. Both the Oregon and Nebraska curricula in English emphasized the new transformational generative linguistics, or Christensen's (1964) modified application of this grammar to rhetoric as a core of the curricular program. Wisconsin's curriculum project was a result of pooling ideas of classroom teachers from various districts throughout the state.

The Concord High School experimental curriculum is more similar to the Wisconsin project than the other curricula in the sense that the basic objectives and curriculum structure emanated from classroom teachers, not a model handed down by institutions of higher education. Of the high school curricula mentioned above only one involved the use of a control curricula to determine effectiveness of the experimental program. The designers of the Florida State University English curriculum developed an evaluation design that attempted to control curricular variables. In this sense the Concord High School program is similar to that of the Florida State studies.

Specific tests isolating learning in units of instruction, such as poetry reading tests, short story reading tests, language concept tests, controlled writing, etc., were used to determine student achievement in the Florida study. Such specificity should be

questioned in light of the 1966 Anglo-American Dartmouth Seminar mentioned above. The real asset of the Florida study is that three different curricula were investigated in comparison to a control curriculum. Curricular structures like the Tri-component approach, the thematic literature-centered approach, and the cognitive-processes approach, provided interesting comparisons with the traditional program.

Five other studies and two essays should be discussed before concluding this section of the review of pertinent literature. Linda Kubicek's report "Elective English Programs in Junior and Senior High Schools" (Sept., 1970), sponsored by the Office of Education, was a survey of programs offered in different areas of the United States. The report is not an evaluation but rather a compilation of program outlines from fourteen elective English curricula, representing thirteen school districts. Likewise Harvey's report (April, 1971) "Elective English Programs in Junior and Senior Highs: Eleven Program Descriptions" is a collection of outlines of programs ranging from mini-electives available two days a week to twelve phase elective courses.

The more thorough survey by Hogan, "The Multiple Elective Program in English" (August, 1971), examined

eighty-one (81) schools and their curriculum guides. The purpose of this study was to record significant elements of the many programs and to draw generalizations from the data. A note of interest is that the Cooperative English Examination, the instrument relied upon in this study, was used for the purpose of grouping students by the Olympia, Washington Program (Ibid):

> Going back to Dr. Brown's Melbourne experiment, Olympia included the 'Quest Level' including six phase levels. The basis for grouping students on each level is the Cooperative English Examination.

Where the Concord study used the instrument for pre and post measurement, Olympia used the instrument to sort out students to fit the elective courses.

The only true evaluation of an elective English program is that of George Hillocks, Jr. (1971), "An Evaluation of Project APEX: A Non-graded Phase-elective English Program", sponsored by the U.S. Office of Education. It is seen as a true evaluation, because progress was monitored from the inception of the program and a control sample was used.

The study of the program at Trenton, Michigan, began the same year as the Concord study. The experimental Trenton program was compared with two control schools of somewhat similar size and set in locales of similar socio-economic status. The procedure consisted of achievement tests, attitude questionnaire, student

interviews, student incer-action. The findings of the evaluation included the fact that the experimental school English faculty was more experienced and more involved professionally; the Trenton curriculum is more elaborately defined than the other schools'; Trenton students respond to classroom activities more frequently than do students at the control schools; and there were no significant differences in achievement between students from Trenton and students from the control school which is interesting to note. The author remarked that Trenton students learned many things that were not measured by the standardized tests.

The APEX Study was more comprehensive than the Concord study. It was a standard comparative experiment, whereas the Concord Study B is more of a contrastive assessment of students from the same school completing their programs at different periods. Concord Study A attempts to answer questions that the Trenton study did not consider: What is the relative impact of a curriculum on groups of students of different abilities?

Clearly the most thorough study of selective programs across the nation is that of George Hillocks, Jr., Alternative English: A Critical Appraisal of Elective Programs (Nov., 1972). Hillocks' study is

based on seventy-six (76) English programs in thirty-eight (38) states, on reports of curricula reported in journals, and on questionnaire responses from eighty-four (84) department chairmen in charge of the programs. Over one hundred (100) programs supplied cumulative data for the report. The report reviews the various rationales for selective programs, program designs, types of course offerings, course designs, and methods of evaluation.

Though Hillocks opens his introduction with the statement " Elective (selective) programs may well be one of the most significant developments in the English curriculum of American High Schools during the past decade," he concludes his report with some devastating criticism. He accuses programs of offering courses that parallel college courses, that they also parallel the traditional high school offerings "and appear to reflect teacher interests rather than those of the students."

Also, he criticizes the often publicized rationale for offering selectives that they fulfill "the needs" of students. He correctly distinguishes needs as "those determined by the school itself," "those that students entering certain occupations will need," and those that reflect student interest;" and he adds "It might be possible to develop a program based on the multifold needs of the student, but whether or

not such a program is desireable is open to question." What he fails to identify as needs of students on which to develop courses is the personality development in light of the great variability among tempo and pace of that development.

In view of this oversight, it is important to return to the literature referred to in Chapter II under "The Learner", and especially to Sanford (1962) who suggests that literature courses provide the best means of engaging students' primary process. This type of curriculum has a better chance of releasing tensions, hastening personal integration, and enhancing impulse expression, processes that lead to an increased intellectual disposition and total involvement.

Hillocks identifies eight assumptions basic to selective programs that he questions. These assumptions will be reviewed in order to provide a background for information extracted from the data in the studies covered in Chapters VI-X. The first is already adumbrated: these programs are based on the belief that they meet interests, needs, and abilities of students. This criticism gives rise to the second assumption: "that with the guidance of teachers and counselors students will choose courses appropriate to their abilities" The prediction of the needed course is based on highly abstract premises in the course

descriptions ("students will increase their communication skills"). The third assumption is that students in a particular course will have "certain abilities and powers in common, although in reality the range of abilities is likely to be almost as great in a traditional English class." Hillocks' criticism is accurate because with the exception of the phase elective program, any new elective program will increase heterogeniety in classes. Since choice is the main organizing principle, a class may be made up of tenth, eleventh, and twelfth graders of any of the three traditional abilities.

The fourth questionable assumption is that a selective program allows a teacher to teach his specialty, a further compartmentalization of the subject area. He cites Squire and Applebee (1966) in noting that language, composition and literature should be taught in appropriate proportion and not as separate entities and that instruction is to be coordinated and sequential.

This writer suspects that the appearance of the selective programs was an unconscious rejection of the Brunerian hypothesis that curriculum should be based on the structure of the discipline, and that it be designed sequentially and spirally K-12, a hypothesis operating at the core of the English programs developed under the auspices of Project English. Articulation

of program has been overly vertical: the fourth grade should pick up from the third grade and prepare students for the fifth, the elementary school should prepare students for the junior high school, and the junior high for the high school and high school for college. Not only has there been an overemphasis on this vertical articulation, but also it has nearly always been articulation, as Sarason (1972) describes it, imposed from above "rather than built upon the basis of the entering students actual experiences." The former causes indignant high school teachers to shape such worthy performance objectives as "before I get students in my high school class I want them to be able to spell and punctuate."

More important than vertical articulation of curriculum is horizontal articulation, providing sequence of experiences across the student's school day. Needless to say that any exposure to a new semester course will increase this lack of sequence among concurrent courses. Perhaps the school-within-the-school phenomenon or the blocking of English selective and social studies is a response to this problem. No matter, the point is that Hillocks criticizes the selective program justly but for the wrong reason.

The fifth assumption is related to the former:

"that shorter courses and greater variety of teachers are strengths of the elective program." If a teacher lectures the period, it makes no difference if the class is small or large, or if its duration is nine weeks or a year.

The sixth assumption is that choice of "courses in and of itself will have a meaningful, positive effect on both affective and cognitive responses." Hillocks finds some truth to this assumption, though wonders if the beneficial effect might not wear off after the initial phase of the program implementation. As indicated in Chapter III, there is some basis for this suspicion.

The seventh assumption is that learning is the student's responsibility, a belief that has freed too many teachers from recognizing their failure in the failing student.

The eighth assumption is that the selective curriculum overcomes the weaknesses of traditional programs. Hillocks admits that having all students take the same thing was unwise, but he argues that to the extent that individual courses fail to "provide means of differentiating instruction they make the same error as the traditional program." Hillocks concludes that teachers who design and teach selective programs "represent a heroic effort, and they have done it under often impossible conditions."

Other virtues he cites include that "electives have demonstrated that there is no need for all students to study the same material at the same time or in the same way; that "there is no need to group students according to arbitrary chronological divisions or in mandatory ability tracks;" that "allowing the student a greater role in planning his own education does not trail disaster in its wake;" that "they have developed a great variety of approaches to English and many of the specific course designs are superior to anything in traditional programs;" that "they have brought a more concrete awareness of student attitudes toward what they are supposed to be learning in English, an awareness that has been long in coming;" that "they engender a new sense of professionalism among teachers;" and that "elective programs represent the first massive shattering of the structures that shackled curricula in English."

In light of these positive aspects of selective programs, his criticism is biting, and an anxious administrator could misunderstand his message and jettison selective English, which is certainly not Hillocks' objective.

No less is it Farrell's purpose in "English from APEX to Nadir: A Non-Elected, Omni-Phased Opinionated, Untested Oral Examination of What's Up

and Down." Farrell justly cautions the teachers of English involved in these programs to avoid promising, on one hand, a global survey of content and on the other offering too narrow a focus that limits the interest to that of the prima donna teacher. His main criticism though is that selective programs mainly lack a clear rationale with which the teacher can answer administrator, parent, and state officials who are concerned about the aims and effectiveness of the program. Indeed, this is of central importance for as Farrell, in a Jeremiah stance, pleas:

> Despite my lamentations about their want of rationales and about the silliness I find in present multiple-elective programs, silliness that includes both preciously narrow and pretentiously global courses being offered by teachers insensitive to their subject and their students, I nonetheless believe the movement has great potential, not merely because students and teachers favor it, but because if it is soundly pluralistic in its philosophy and implementation, it can help destroy malignant forces that would have us believe that all goals of education can be stated and evaluated in narrowly behavioristic ways, forces that would impose upon education, through national and state-wide assessment programs, a monolithic curriculum incapable of intelligent and dynamic adaptation to diversity among students and to rapidity of change, both in our discipline and in our times.
>
> Multiple elective programs leave doors open at a time when closed systems threaten. By providing opportunities for ad hoc courses addressed to emerging human problems and concerns, they defy assessments which rely

> principally on standardized tests, instruments which are perforce reactionary, able only to evaluate students' performances in relationship to knowledge and skills long-established, incapable of assessing their familiarity with the new or their prescience of the yet to be. Moreover, by offering students opportunities to participate in continuing decisions about the content and the aims of the curriculum, multiple-elective programs can discourage teachers from writing sterile behavioral objectives, objectives predestined to be worthless if, ignoring the process of learning, they are frozen into final form before students even enter class. Finally, by being attentive to the rightful demands of ethnic minorities for courses relevant to their lives, values, and traditions, multiple elective programs can provide the diversity of offerings in English necessary to help foster and maintain a rich cultural pluralism in our nation (1972).

On the other hand Kitzhaber's argument in "A Rage for Disorder" is definitely for the dispatching of the selective English. As director of the Oregon NDEA English Institute and "perplexed participant" of the Anglo-American Dartmouth Conference, Kitzhaber has an axe to grind in regard to selective English. Early in the article he identifies his bête noire as the first force working against spiral and sequential English:

> In the English program of the senior and lately even the junior high schools, we see one result of such an attitude in the spectacular recent growth of a vast array of electives, catering sometimes blatantly to passing student interests, and in the increasing tendency to give the child a major responsibility for deciding what he will study. Setting aside for the moment any judgment as to whether or not this

> increase in choice and responsibility is educationally desireable, one must conclude where it predominates such a trend pretty well eliminates the possibility of sequential learning in a subject like English (1962).

After identifying the neo-romanticism of Holt, Kohl et al, and progressivism brought back to English education in the U.S. by the Dartmouth conference, Kitzhaber focuses on the selective:

> No small part of the popularity of electives in the senic high school has been the result of a desperate desire to find something in which unwilling students can be interested. Catering to student interests, no matter how fleeting or superficial, becomes a strong temptation when the alternatives range from massive boredom to active hostility and disruption (Ibid, 1962).

He adds that among the several dangers is the truism that "interest and enjoyment are not necessarily to be equated with education. Whether education, in a significant sense, takes place depends on the quality of the experience, which in turn depends on the worth of the subject giving rise to it. A preoccupation with triviality can scarcely lead anywhere except to the trivial," and, after quoting James, concludes that "some things have to be learned simply because it is important for the individual and the society he lives in that he learns them." Yet, he fails to identify just what it is that is trivial or that is important (but painful?) to be learned. He then turns his scorn on progressivism and romanticism of Holt and

Dartmouth and concludes with the question "What about sequence in the English program? The elective system runs counter to it, the romantic critics are hostile toward it and the British neo-Progressives are frightened by it."

Kitzhaber falls back on the rage for sequence argued in the Basic Issues Conference and coinciding with Bruner's theory of learning in The Process of Education. A year before the appearance of Kitzhaber's article Bruner, in the Phi Delta Kappan, wished that he could call a moratorium on the sequential curriculum:

> If I had my choice now, in terms of a curriculum project for the seventies, it would be to find a means whereby we could bring society back to its sense of values and priorities in life. I believe I would be quite satisfied to declare, if not a moratorium, then something of a de-emphasis on matters that have to do with the structure of history, the structure of physics, the nature of mathematical consistency, and deal with it rather in the context of problems that face us (1971).

Kitzhaber's criticism is a reaction and is devisive, unlike Hillocks' and Farrell's whose arguments are directed to further refine and correct the new English curriculum reform.

In the preceding pages of this chapter four areas of literature pertinent to this dissertation have been presented. Each area of literature provides the reader with a frame that gives perspective to the attempt to assess the effect of a non-graded, multi-

selective English curriculum on high school students.

Since it is assumed that the greater the students' option, the more he is going to enjoy his experience, then he will perform better on tests assessing the intensity of that experience. Studies on student attitudes and methods of evaluating achievement bear on this assumption. More specifically in the microcosm of English education, there is a wealth of literature dealing with appraising curriculum materials, teaching styles, student performances, and the interaction of the three components. These studies were discussed with a threefold purpose: to define the area under study in this dissertation; to demonstrate that these studies have left unanswered many questions upon which this study focuses; and to prove that the problem of this dissertation has not been previously studied in its entirety.

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CHAPTER VI

The Study

In this chapter the rationale for the method of evaluation is presented along with the distinctions among objectives, other definitions and assumptions. Also included is a description of the sub-studies, the designs, the limitations and the significance of the study.

The study is composed of four sub-studies in which a differential attempt is made to ascertain whether or not students completing a multi-selective, non-graded English program would perform as well as, if not better than, they would have had they completed a traditional English program of English I, II, III, IV. This tetrangulated set of studies included the use of standardized tests (hard data) and impressionistic assessments (soft data) to examine the generalization stated at the beginning of this paragraph. This complementary approach provides an adequate frame for the address of the problem for those in the field. The question of why the researcher relied on norm-referenced measurements and impressionistic assessments rather than criteria-referenced measurements, when many of the goals and objectives are stated in terms of student performances, requires a brief explanation.

A Rationale for the Method of Evaluation

A controversy on the means of evaluating curricula has recently become manifest. Generally two methods of curriculum evaluation have been recommended: The holistic measurement of curriculum, in which infinite variables are assessed by a general monitoring, versus the atomistic measurement of curriculum in which specific finite variables are tested. The dispute appears to be centered on the issue of performance objectives as a basis for curriculum development. On the one hand, Gagne recommends the stating of goals and performance objectives that reveal understanding of concepts or mastery of skills, with a tracing backwards of those concepts and skills necessary in order for one to ultimately attain these goals and objectives (AAAS Science Program, 1967). Walbesser (1964) has provided an interesting model of curriculum evaluation along this line of reasoning. On the other hand, Stake (1967, 1971), Forehand (1954), Hastings (1964), Frust (1964), Wagschal (1968), and Ebel (1970) advocate a more holistic curriculum development procedure. Forehand comments:

> Other evaluators... are more willing to accept vaguely defined objectives on the part of course designers, and see as the evaluator's role to internalize the educational objectives and construct behavioral items on the basis of inference concerning manifestations of desired cognitive changes. Most evaluators report difficulty in communicating with 'subject matter people' on these topics. In many

> cases the designer's reaction to the evaluator's behavioral statements is 'that is something like it, but it is still not quite what we are looking for'. Part of the difficulty in communications stems from the evaluator's tendency to equate behavior with items. The objectives stated by course developers refer to cognitive processes, to changes in state over time. Test items, in general, try to capture behavior at a given point in time. Processes implied by objectives like understanding, appreciation, sensitivity, or critical evaluation sound mentalistic, because we have been unable to construct test items that seem adequate to define them"(1954).

Hastings argues:

> ...concerning this point of using the new curriculum developments to improve evaluation--as well as curriculum materials--, my plea is not for doing away with psychometrics, precision, large N's, and 'can do' measures. Thank heavens for the forward strides in these things over the past twenty-five years and new break-through today!! My plea may be stated as 'let's spend more time and money on real outcomes of education-- even though loosely done-- and look for the correlates later rather than tackling the objectives which are measureable by our traditional evaluating-testing methods'(1964).

Stake argues:

> For the evaluation of curricula, I believe we should postpone our concern for greater precision. We should demonstrate first our awareness in full array of teachers and learning phenomena. We should extend to this array our ability to observe and pass judgment. We should commit ourselves to a more complete description (1967).

And finally Ebel argues:

> If we will settle for statements and general objectives, unencumbered with the details of what is to be taught, how it is to be taught, or what elements of knowledge or ability are to be tested, it (specification of objectives) is practically useful. But general objectives

> will not suffice as a basis for criteria-referenced tests. And the formulation of specific objectives which would suffice costs more in time and effort than they are worth in many cases. Further, if they are really used, they are more likely to suppress than to stimulate effective teachers (1970).

This group of curriculum evaluators generally argues for the reliance or practical use of norm-referenced measurements to determine student-performance rather than criteria referenced measurement.

The reason that this researcher is suspect of the use of performance objectives as a basis for evaluating curriculum requires some distinctions about objectives.

Distinctions Among Objectives

When non-graded, multi-selective curriculum was being written for Concord High School in 1967-1968, the behavioral objective provided a rallying point around which rather inexperienced teachers in a new department could draw up their strategies. The twelve departmental objectives and the dozens of course objectives arrived at have been a means that provided guides for department members (at least one goal among the twelve has been antithetical to the better interests of the department's curriculum). Yet, without these statements as positive or negative foils, the department would surely have been less directed.

On the other hand, behavioral objectives simultaneously appeared on the national level as a

means of making teachers "accountable" for the so-called "input", input fashioned so that its effect could be determined by "output", the overt behavioral performances of students.

There is a considerable distance between behavioral objectives as viewed as consensual agreements and as prespecified overt performances of students. The distance can be marked off from departmental agreements or program objectives, to teacher contractual agreements--what I will do and for which I will be held accountable. "I will provide my students with vicarious experiences that will expend their imagination beyond the confines of Concord or the twentieth century by reading Shakespeare's Twelfth Night;" or in a more defensive stance, "I will be in my class thirty minutes before and thirty minutes after the first and last bell." The objectives can further be distinguished by looking at those that emphasize the student's behavior such as the "expressive objectives." This objective is quite different from the teacher-centered statements above, in that what is being stressed is what the students can do. An expressive objective is what the student did after the fact. "Toward the end of the term, Pam M., in my Shakespeare class, wrote a three act play in iambic pentameter and in Elizabethan dialect." These choice anecdotes can never be predicted but are the rewarding performances that teachers thrive on.

A behavioral objective or exemplary objective is different from the preceding in that it hinges on prediction, and yet not on prediction as criterion. "Given a sonnet, the student will discover the voice of the sonneteer." This type of objective again is a departure from the previous, for it predicts the kind of act a student might do that would make a teacher feel that a lesson was successful. Such an objective is not what some would refer to as manipulating students (Moffett 1971).

On the other hand, what is described as a performance objective is a prediction of what sorts of acts a student can perform as a result of the training of the teacher, e.g.,

"Given the lines:

'In a dark time the eye begins to see'

'My love is like the red, red rose'

seventy percent (70%) of the students will underline the metaphor and draw a circle around the simile."

These five objectives have been described as goals, aims, purposes, terminal acts, etc. (Mager 1962, Popham 1971), yet they all deal with the interaction of the teacher, the subject and the student. The first emphasizes the teacher's accountability to his fellow teachers regarding his professional, cooperative venture to provide an experiential curriculum for

students, one that does not duplicate, nor limit the experiences to a teacher's proclivity to do his own thing. The second is contractual and protects the teacher in that he is accountable for no more nor no less than what he can be expected to do in light of his retention or his dismissal. The next focuses on the student, but on after-the-fact, anecdotal or consequentive observations that are traditionally the bases of the grading system. The last two also focus on the overt student behavior, but before-the-fact, unlike the preceding objective. These objectives are prespecified acts of what students will do often written without the teacher having had the opportunity to see the students whose behaviors he is required to predict.

The questions of utility, morality, and manipulation come to play in considering the efficacy of these objectives in curriculum evaluation. Needless to comment on the position this writer endorses; the point is that the forces external to the classroom in the state of California leave little choice to many teachers. Evaluation of the complex process of teacher, student, and content cannot be limited to any one of the three components, but rather to the total interactive process.

Other Definitions

In order to further clarify essential terms like the concepts of objectives just covered, definitions will be provided for other basic terms.

1. Traditional curriculum--classes labeled non-generically, grouped according to age and to ability within each age grouping, e.g., English IA, IB, IC; IIA, IIB, IIC; English IIIA, IIIB, IIIC; English IVA, IVB, IVC.

2. Non-graded curriculum--classes grouped according to principles other than age, students in certain classes ranging from 15-18 years of age.

3. Selective course--a non-graded class, titled generically or functionally, e.g., English, World Literature, Shakespeare, Composition III, in which students are not tracked but grouped according to their common interest.

4. Elective course--a traditional, activity-oriented course not fulfilling requirements as a subject matter course, e.g., journalism, drama.

5. External evaluation--a standardized examination that is norm-referenced measurement and is deliberately selected as superior to other tests studied in measuring the general objectives.

6. Internal evaluation--an examination developed witnin the department with the supervision of an outside person.

Assumptions

It is also necessary to state several assumptions which undergird this study.

1. That the 1968 graduating class at Concord High School is equivalent or very similar in ability to the graduating class of 1971.

2. That the change in the zeitgeist in the interum period, 1968-1971, does not account for the difference in the student performances on the examination.

3. That the COOP English Examination monitors the twelve general objectives developed by the Concord High School English Department.

4. That the results on tests from the three sample student populations conform to a normal distribution.

The Sub-studies

The four specific sub-studies are identified as Study A, Study A', Study B, and Study C.

Study A is addressed to the following question:

> Are students of several ability levels in a curriculum of English by choice increasing similarly in achievement in the areas of vocabulary, level of comprehension, speed of comprehension, and English expression?

Study A' deals with the same sample population as Study A but is directed to the following questions:

> Do the students who fall in the four quartiles of measured ability and who perform at the extremes on achievement subtests used in Study A reveal any pattern related to achievement/acceptance polarities?
>
> Do the students in the four quartiles who perform at the extremes on achievement subtests used in Study A reveal any pattern of success or failure related to the number and type of English selectives they chose?

Study B is focused on the following question:

> Do students who are free to choose their own program do as well as or better than students who have taken a traditional program in the areas of vocabulary, level of comprehension, speed of comprehension, and English expression?

Study C deals with a third sample population and is addressed to the following questions:

> Are there significant gains in composition that a sample population will achieve each year if each student has a different sequence of English selectives?

Will the Seniors who had individualized sequences of English selectives do as well in written composition as students who took the traditional English program?

Null hypotheses are derived from each of these questions as a basis for the statistical analysis.

Designs

The design of Study A is the following:

0^1, 0^2, 0^3, and 0^4 represent four ability levels of the graduating class of 1971, and X denotes the treatment, which is English by choice.

0^1	X	0
0^2	X	0
0^3	X	0
0^4	X	0

The design of Study A' is the same as Study A in structure, except that 0 represents the four students of each sex in each quartile who scored the highest and the lowest consistently on the achievement sub-tests. These individuals became case studies after more traditional clinical research models.

The design of Study B is the following:

X is the treatment, English by choice, Y is the traditional program, 0^1 is the matched sample from the graduating class of 1971 and 0^2 is the sample from the graduating class of 1968 which pursued the traditional

course work.

$$\begin{array}{ll} X & 0^{1} \\ \hline Y & 0^{2} \end{array}$$

The design of Study C is the following:

X is the treatment, English by choice, Y is the traditional program, and 0^1 is the sample population of the graduating class in 1971 assessed as ninth graders; 0^2 is the assessment as tenth graders, 0^3 is the assessment as eleventh graders, 0^4 is the assessment as twelfth graders, and 0^5 is the assessment of the twelfth grade class, that graduated in 1968.

$$\begin{array}{cccccccc} 1 & & 2 & & 3 & & 4 & \\ 0 & X & 0 & X & 0 & X & 0 & \\ \hline & & & & & & & 5 \\ & Y & & Y & & Y & 0 & \end{array}$$

Limitations

There are a number of limitations in these studies. First and foremost is the problem of whether a new program can be measured by an old tool. The author did not feel comfortable in evaluating a program that provoked changes in student attitudes and stimulated humanistic responses toward the subject area of English by using a standardized test which only measures products and not processes. However, the members of the Concord High School English Department reviewed many instruments in 1967 and selected the COOP English Examination as the instrument that measured those cognitive areas which they identified as departmental goals. An

attempt to find a satisfactory instrument to measure areas of personality growth such as the freeing of impulse expression, increasing autonomy, the strengthening of anti-authoritarian attitudes, the development of thinking introversion, one's feeling comfortable with ambiguity and other aspects assessed by a personality inventory was scuttled by California legislation (1968), which forbids testing high school students' attitudes. Therefore the only measure of student behavior that the study relies on is the increase in the number of English courses a student takes beyond the minimum required.

Another limitation is one mentioned earlier, the equating of the 1968 class with the 1971 class in Study B. Granted, some researchers (Offer 1970) argue that the zeitgeist has not changed student values and interests. Others suggest the opposite (Gitchoff 1967). The important point is that if the two groups cannot be equated the contrast of the two classes provides an evolutionary picture of student performance placed in a setting of the initiation and development of a new school. This interesting aspect suggests questions about which this study is not concerned, but may indicate areas that would be subject to future research.

More specific limitations of each study will be included in each chapter in which that study is documented.

Significance of Study

The combined curricular innovations, the non-graded program and the multi-selective program, have been studied and appraised in the manner described above. Evaluation of this type of program to date is rather sparce. In fact as of September 14, 1972 David Wright, ACCESS Researcher, reported the following after a survey of ERIC:

> A thorough search of the literature revealed that very little has been published on the evaluation of elective English courses in American high schools. You already have four of the six titles that I found.

Implications for teacher education may be both substantive and methodological. Paradoxically a teacher anticipating a position in a school with this new program must be familiar with general functional principles of the subject matter area so that he can adapt easily to the many selective courses available in the program. Also, student teaching assignments should be assigned in light of the subject area and the candidates' strength.

Several inferences may be drawn resulting from findings of this study. If students prefer the new curriculum, teachers will not take action to revert to the traditional program, or if teachers enjoy one approach over another, they will seek out ways to adapt to the new demands placed upon them. Also, as

the taste and needs of students change, new courses will be provided to fill these needs with the teachers concommitantly continuing their education to keep up with the student demands in these new areas.

One over-riding question is whether the non-graded, multi-selective curriculum in English is merely a fad or will offer a viable alternative in curriculum development in the future. Other unanswered questions may be pursued, such as, does this type of program encourage the errors of our present ways?

a) Further fragmentation of curriculum?
b) Greater teacher insularity?
c) Encouraging a teacher to build a dynasty through seniority?
d) Teachers losing sight of departmental and school goals?

Another possible study which may develop from this experiment is to identify in what ways a teacher is forced to change his methods and his selection of content due to this new type of curriculum.

This study should be of interest to institutions of higher education preparing English teachers, to central office administration witnessing these curricula changes, to classroom teachers experiencing the new demands of non-graded, multi-selective programs, to department chairmen and administrators interested in hiring people to fill positions in such a program, and to those who are interested in teaching in such a program.

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CHAPTER VII

Study A

In this chapter the reader will encounter Study A, the statement of two problems to be resolved by analysis of data, a discussion of instruments, two designs of Study A, two sets of hypotheses, the results or statistics reduced to tables and significant differences determining the acceptance or rejection of the hypotheses, conclusions drawn from the data, the limits imposed on the conclusions, and implications of the study.

Study A poses the problem, can student growth in achievement be related to a new experimental program? I compare the performance of ability groups of a sample of Concord High School graduates of 1971 with their performance as ninth graders.

The research hypothesis can be stated in the following proposition: if students are allowed to choose their own English courses in any sequence, then the different ability groups by sex will benefit similarly.

A corollary of this comparison is the pattern of dispersion between the norming sample and the experimental sample. The research hypothesis states that if students are allowed freedom of choice in English, then dispersion of scores should decrease between the ninth grade and the twelfth grade as

compared with the publisher's sample. Since the narrowing of dispersion would suggest that the lowest perform better than they did earlier, it would also suggest that the highs perform lower than they had in the ninth grade. Therefore, the study attempts to answer the additional question, how are students of differing abilities affected by a curriculum of English by choice in the areas of vocabulary, level of comprehension, speed of comprehension, and English expression?

Procedures

The selection and assignment of the subjects in the two sample populations were accommodated by identifying those students who had taken three examinations: the SCAT battery as eighth graders in 1966, the four subtests of the COOP English Examination as ninth graders in 1968, and the same test as twelfth graders in 1971. The individuals in the graduating class were ranked by sex from lowest score to the highest score on the combined scores of verbal and quantitative subtests of the SCAT. By rank ordering names for each sex (N=118 males and 116 females), the four quartiles were clustered. The two parts of this phase of the study were arranged as follows: 1) The variance between ninth and twelfth grade of students in the sample population was compared with the publisher's norming population variance between the

ninth and twelfth grade; 2) the mean growth in raw scores of the first quartile for each sex was compared with that of the second, third, and fourth quartiles, as was the mean growth of the second quartile compared with that of the first, third and fourth quartiles. Likewise the third quartile mean growth was compared with the first, second, and fourth quartiles, and the fourth quartile's mean growth was compared with that of the first, second, and third quartiles.

Instruments

The COOP English Examination was selected because it, among the many tests studied by the Concord High School English Department, came closest to evaluating those goals developed by the department in 1966-1967.

The instruments used to measure student achievement in Studies A, A', and B were the four sub-tests of the COOP English Examination, published by the Educational Testing Service. The test, Form 2A, that was administered to the sample population has two parts with two sections each: I. Reading Comprehension, a sub-test made up of sixty (60) items testing "Vocabulary" with a fifteen (15) minute time limit; II. Reading, a sixty (60) item test with a twenty-five (25) minute time limit; III. English Expression, made up of a thirty (30) item test in "Effectiveness" with a fifteen (15) minute time limit; IV. Speed of

Comprehension, a sixty (60) item test on "Mechanics" with a twenty-five (25) minute time limit.

The COOP English Examination was selected among many others that include assessment of reading, such as the Iowa Test of Educational Development, the Diagnostic Reading Tests, Stanford Achievement Test, the California Reading Test, the Tests of Academic Progress, and the Sequential Test of Educational Progress. All of the examinations are norm-referenced measurements. When the experimental design was being constructed, there were only rumors of the existence of criterion-referenced measurements. In retrospect I am happy that we selected a standardized instrument that provides an index of the so-called basic skills. Criterion-referenced measurements designed to assess whether students exhibit performances that attest the fulfillment of the twelve basic goals, otherwise the dozen or so course objectives could be discounted as ways of deviating from the traditional program of attaining basic literacy for esoteric foraging in areas that were solely the delight of the teacher. That students could matriculate through a new curriculum and still perform as well as or better than students in traditional programs speaks highly of the instruction in the former.

The COOP English Examination contained the best reading tests of the examinations studied, and the

proof reading, "Mechanics", and "Expression" were complemented by the Concord High Departmental Composition Examination discussed below.

According to the "Manual for Interpreting Scores" accompanying the COOP English Examination, the test measures achievement in "two fundamental English areas: reading and written expression." Form 2A was revised and updated in 1970. The Vocabulary test, a good index of verbal ability, is scored simply by the number of items the students correctly identify out of the sixty items presented. There are two reading scores: Level of Comprehension and Speed of Comprehension. The first scores are the number of correctly answered questions out of thirty items assessing skills from "recalling facts" to "increasingly complex items requiring him (the student) to interpret what he reads." Still, there is a ceiling on this sub-test, the values obtained cannot be assumed to represent a normal distribution.

The secondary reading score is based on the number of items correctly answered out of all sixty items in "Reading Comprehension." Since students are timed, the authors describe this sub-test as Speed of Comprehension, although I would describe it as Power of Comprehension, in order for the readers not to infer the superfluous connotation of speed reading.

The English Expression score is based on the

correct answers out of the ninety items on both "Effectiveness" and "Mechanics."

All figures from Concord High School scores are in raw score units. In Study A the publisher's mean and standard deviation of males and females in grades nine and twelve were obtained from Table 4, in the publisher's manual, "Converted-Score Means and Standard Deviations" by grade for males and females and total groups, p. 14, "Technical Report of the Cooperative English Tests". Raw scores of the norm population were interpolated from converted scores in Table 8, "Converted Scores Corresponding to Raw Scores on the Cooperative English Test," pp. 28-29.

Design of Study A

The design of the Concord Study A is a comparison of variance of student scores on Vocabulary, Level of Comprehension, Speed of Comprehension and English Expression of the Cooperative English Examination.

The variance of the two samples will be compared between the ninth and twelfth grades with the variance of the publisher's norming groups to see if the dispersion of the scores of the Concord High School students narrowed.

Experimental Sample: O_1 X O_2

Control: O_2 O_2

Concord High Sch.:	S_2	S_2
COOP Eng. Exam.:	S_2	S_2

Another aspect of Study A is the comparison of eight ability groups:

1. The mean of the first quartile male Performance on Vocabulary, Speed of Comprehension, and English Expression of the Cooperative English Examination.

2. The mean of the second quartile male Performance on Vocabulary, Speed of Comprehension, and English Expression of the Cooperative English Examination.

3. The mean of the third quartile male Performance on Vocabulary, Speed of Comprehension, and English Expression of the Cooperative English Examination.

4. The mean of the fourth quartile male Performance on Vocabulary, Speed of Comprehension, and English Expression of the Cooperative English Examination.

5. The mean of the first quartile female Performance on Vocabulary, Speed of Comprehension, and English Expression of the Cooperative English Examination.

6. The mean of the second quartile female Performance on Vocabulary, Speed of Comprehension, and English Expression of the Cooperative English Examination.

7. The mean of the third quartile female Performance on Vocabulary, Speed of Comprehension, and English Expression of the Cooperative English Examination.

8. The mean of the fourth quartile female Performance on Vocabulery, Speed of Comprehension, and English Expression of the Cooperative English Examination.

O_1	X	O_1
O_2	X	O_2
O_3	X	O_3
O_4	X	O_4
O_5	X	O_5

O_6	X	O_6
O_7	X	O_7
O_8	X	O_8

Hypotheses for Study A

I.

1. There will be no significant difference in variances of performance in Vocabulary between the ninth and twelfth grade males from the sample of Concord High School students and the ninth and twelfth grade males from the publisher's sample.

2. There will be no significant difference in variances of performance in Vocabulary between the ninth and twelfth grade females from the sample of Concord High School students and the ninth and twelfth grade females from the publisher's sample.

3. There will be no significant difference in variances of performance in Speed of Comprehension between the ninth and twelfth grade males from the sample of Concord High School students and the ninth and twelfth grade males from the publisher's sample.

4. There will be no significant difference in variances of performance in Speed of Comprehension between the ninth and twelfth grade females from the sample of Concord High School students and the ninth and twelfth grade females from the publisher's sample.

5. There will be no significant difference in variance of performance in English Expression between the ninth and twelfth grade males from the sample of Concord High School students and the ninth and twelfth grade males from the publisher's sample.

6. There will be no significant difference in variance of performance in English Expression between ninth and twelfth grade females from the sample of Concord High School students and the ninth and twelfth grade females from the publisher's sample.

II.

1. There will be a significant difference in performance in Vocabulary among male students of varying ability.

2. There will be a significant difference in performance in Vocabulary among female students of varying ability.

3. There will be a significant difference in performance in Speed of Comprehension among male students of varying ability.

4. There will be a significant difference in performance on Speed of Comprehension among female students of varying ability.

5. There will be a significant difference in performance in English Expression among male students of varying ability.

6. There will be a significant difference in performance on English Expresion among female students of varying ability.

These null hypotheses are stated in the affirmative because if there is a significant difference favoring the performance of one profile over another then the program may benefit one ability group and not another. Therefore, it is in the interest of the study that there be no significant differences in the performances on the tests.

If there is significance of differences at the .05 level on the comparison of one quartile mean with another, it can be inferred either that one population is benefiting from the new curriculum and the other has not grown to the same extent, or that the one population has remained stable, but the other has dropped. If there is no significant difference, then

the growth is even between the two populations. Studying the results provides the reader with some interesting findings, especially in light of the results of the first and the third sub-tests in Study A. The most interesting findings will be available only after Study A', B, and C are documented. Hence, in Chapter XI the four facets of the study will give the reader a more complete picture of the impact of the curriculum on the students.

Results

The following table VII A summarizes the data as means, variances, standard deviations, and standard error of the mean for males and females in the Concord High School sample and the COOP English Examination norming sample:

TABLE VIIA

Study A

A [illegible] of the Contrastive Variance between Sample Population from Concord Hig[illegible]hool and the Norms from the Cooperative English Examination for Form 2A

	Males = 118						Females = 116					
Subtests	Publishers		D	Concord H.S.		D	Publishers		D	Concord H.S.		D
	9	12		9	12		9	12		9	12	
Vocabulary												
mean	27.4	34.4	7.0	35.05	44.29	9.24	29.2	35.1	5.9	33.06	40.69	7.63
S^2	89.30	120.56		86.86	83.36		98.01	107.12		63.62	97.42	
S	9.45	10.98		9.32	9.13		9.9	10.35		7.97	9.87	
SEm	.0021	.0041		.2713	.25679		.0023	.0039		.2043	.2899	
Level of Comprehension												
mean	18.5	22.75	4.25	22.2	24.69	2.49	19.25	22.75	3.5	22.86	25.01	2.15
S^2	36.00	36.00		29.27	29.48		33.06	43.89		28.30	21.44	
S	6.00	6.00		5.41	5.43		5.75	6.625		5.32	4.63	
SEm	.0013	.0022		.1575	.1581		.0013	.0025		.1562	.1359	
Speed of Comprehension												
mean	26.00	33.60	7.6	35.36	44.09	8.73	27.20	33.33	6.1	37.34	45.26	10.55
S^2	108.16	153.76		13.25	142.09		134.56	140.42		110.67	127.69	
S	10.40	12.40		3.46	11.92		11.60	11.85		10.52	11.30	
SEm	.0023	.0046		.1007	.3470		.0027	.0045		.3089	.3318	
English Expression												
mean	38.90	47.40	8.5	47.15	49.82	2.67	44.20	52.60	8.4	49.38	54.89	5.51
S^2	144.00	176.89		118.59	155.50		141.61	176.89		133.63	16.24	
S	12.00	13.30		10.89	12.47		11.90	13.30		11.56	4.03	
SEm	.0027	.0049		.3170	.3630		.0027	.0051		.3394	.1183	

An implied hypothesis of this part of Study A is that if the English Department of Concord High School has a united purpose of establishing the twelve goals, then there will be a difference in the performances of students at Concord High School on the three subtests, Vocabulary, Speed of Comprehension, and English Expression. A comparison of the means of this sample with the publisher's suggests that the improvement favors the direction of the experimental sample more than the norming population. Given that the variance of the Concord High School sample of ninth graders is equal to the variance of the publisher's population of ninth graders, a comparison of the dispersion between the two sample populations reveals that the variance of the twelfth grade sample from Concord is smaller than that of the publisher's. Hence, the experimental program tended to benefit the extremes of the population as well as the mean.

Dixon and Masser's Introduction to Statistical Analysis (1969) provides tests of hypotheses concerning two variances that are equal. By squaring the standard deviation of the values on each test from the Concord and the publisher's samples, variances were obtained. The null hypothesis is that $s_1^2 = s_2^2$ which can be tested by using the "F"distribution.

The critical values are obtained by F $(N_1-1)(N_2-1)$ in which N_1=118 males and N_2= infinity and N_1=116 females and N_2= infinity (the publisher's sample). The null hypothesis must be reflected at a .05 level if s_1^2 is less than .763 or greater than 1.27. The test of the variances of the sample population of ninth graders from Concord High School and the publisher's is $F=\frac{\Sigma(x_1-\bar{x}_1)^2}{\Sigma(x_2-\bar{x})^2}$ =.972676 on the vocabulary test. Therefore, the null hypothese must be accepted if the dispersion of scores in the ninth grades were equal, though the two means were not. However, by comparing the score of the students as twelfth graders F=.69145994, less than .763, therefore the null hypothesis must be rejected with a 2.5 probability that the results of the Concord High School male sample being less than .763 results from chance. The same comparison of greater concentration of scores occurred among twelfth grade females on the English Expression test.

This statistic is very useful in comparing variances of the results on the three sub-tests for both males and females. The ceiling of the Level of Comprehension test results in a distribution of scores that is not normal, therefore, the findings have been rejected (see page 148).

Since the null hypothesis is only rejected if F is less than .763 or greater than 1.27, the variances are equal in each case except the scores on Vocabulary for twelfth grade males and for ninth grade females, on Speed of Comprehension for ninth grade males, and on English Expression for twelfth grade females. That dispersion was more concentrated in the ninth grade among female scores on Vocabulary, among ninth grade males for Speed of Comprehension, and that these variances fanned out by grade twelve does not augur well for the experimenta. curriculum.

One explanation for the results not being more favorable is the regression phenomena that extremes on the first test move toward the mean on the second. This is plausible in light of the fact that Concord's sample median is nearly at the third quartile of the publisher's. However, on scanning the value of F, the direction of scores at grade twelve tends to suggest that there is increased dispersion as the students matriculate through the experimental program. Only in the case of twelfth grade male scores on Vocabulary and twelfth grade female scores on English Expression are there signs that the program's goals are being achieved.

In the second half of Study A mean growth D $\left(\frac{D}{(N-1)}\right)$ in terms of raw score was obtained for each individual

by sex and by first, second, third, and fourth quartile. The following table (VII B) provides this data:

Table VII B

The Mean Gorwth in Raw Scores between the Sample Population's performance as 9th graders and as 12th graders.

	Male	Female
Q_1	Voc.= 7.44828 Sp. = 3.55172 Eng.= 5.65517 Exp.	8.10345 4.82759 6.82759
Q_2	Voc.= 6.76667 Sp. = 9.36667 Eng.= 2.03333 Exp.	7.10345 10.10345 5.41379
Q_3	Voc.= 8.13793 Sp. = 7.24138 Eng.= 1.31034 Exp.	7.55172 13.10345 4.65517
Q_4	Voc.= 6.86667 Sp. = 7.75862 Eng.= .66667 Exp.	6.17241 8.13793 6.86207

By assuming that $\bar{D}$ substitutes for $\bar{M}$ and the values of the scores fall in a normal distribution, the following statistic was employed to obtain the value of "t": $$\frac{\bar{D}_1 - \bar{D}_2}{\sqrt{SE_{m_1}^2 + SE_{m_2}^2}}$$

The following tables provide values for "t" for twelve comparisons for each sex on each of the three tests, Vocabulary, Speed of Comprehension, and English Expression:

Tables VII G

Multiple comparisons of mean growth in raw scores by sex among the four quartiles of the sample population.

Vocabulary female

	Q_1	Q_2	Q_3	Q_4
Q_1	------	.70822 + N. S.	.49819 + N.S.	1.13880 + N.S.
Q_2	.70822 - N.S.	------	.3124477 - N.S.	1.09905 + N.S.
Q_3	.49818 - N.S.	.312448 + N.S.	-------	.77265 + N.S.
Q_4	1.1388 - N.S.	1.09905 - N.S.	.77265 - N.S.	------

Vocabulary male

	Q_1	Q_2	Q_3	Q_4
Q_1	------	.33314 + N.S.	.45312 - N.S.	.02056 + N.S.
Q_2	.33314 - N.S.	------	.24645 - N.S.	1.5428 - N.S.
Q_3	.45322 + N.S.	.24645 + N.S.	------	.62617 + N.S.
Q_4	.02056 - N.S.	1.5428 + N.S.	.62617 - N.S.	------

Speed of Comprehension

	Q_1	Q_2	Q_3	Q_4
Q_1	------	.43233 + N.S.	.84203 - N.S.	1.04358 + N.S.
Q_2	.43233 - N.S.	------	1.53022 - N.S.	.88857 + N.S.
Q_3	.84203 + N.S.	1.53022 + N.S.	------	3.18303 + .05
Q_4	1.04358 - N.S.	.88857 - N.S.	3.18303 - .05	-------

Speed of Comprehension

	Q_1	Q_2	Q_3	Q_4
Q_1	-------	.14138 - N.S.	.51448 + N.S.	.33390 + N.S.
Q_2	.14138 + N.S.	------	.21330 + N.S.	.23362 + N.S.
Q_3	.51448 - N.S.	.21330 - N.S.	------	.68661 - N.S.
Q_4	.33390 - N.S.	.23362 - N.S.	.68661 + N.S.	------

female

English expression

	Q_1	Q_2	Q_3	Q_4
Q_1	------	.55705 + N.S.	.77393 + N.S.	.00701 - N.S.
Q_2	.55705 - N.S.	------	.303448 - N.S.	.96540 - N.S.
Q_3	.77393 - N.S.	.30345 - N.S.	------	.74347 -N.S.
Q_4	.00701 + N.S.	.96540 + N.S.	.74347 + N.S.	------

male

English expression

	Q_1	Q_2	Q_3	Q_4
Q_1	------	1.45222 - N.S.	1.79464 + N.S.	2.29885 + .05
Q_2	1.45222 - N.S.	-------	.279254 + N.S.	.93072 + N.S.
Q_3	1.79464 - N.S.	.27925 - N.S.	------	.69663 + N.S.
Q_4	2.29885 - .05	.93072 - N.S.	.69663 - N.S.	------

Reading from left to right, the comparison of the first quartile with the second quartile for boys on the Vocabulary test reveals t = .70322. The plus, "+" that follows indicates that the score favored the direction of the horizontal quartile; in this case, the first quartile, its mean growth being greater than that of the second quartile. A minus, "-" indicates that horizontal quartile growth was less than that of the vertical quartile. "N.S." indicates that the value for "t" is not significant at the .05 level. Where the value of "t" is significant, it is recorded next to the "+" or "-".

The Findings

The null hypotheses are rejected for all of the comparisons in the second part of Study A with the exceptions of the performances of females in the third quartile, which was significantly better than that of the fourth quartile on Speed of Comprehension, and the performances of males in the first quartile were significantly better than that of the fourth quartile on English Expression.

These results suggest that between the ninth grade and the twelfth grade, students in the four ability groups increased similarly, that the program did not seem to be designed to benefit those who

were most able nor was it designed to benefit the least able at the expense of the most able, a fear often heard when curricular innovation includes the abolishion of grouping by ability.

Viewing the results of the two parts of Study A, the Concord High School students began higher than the publisher's sample and the former increased rather equally across the ability groups. The evidence in the first half of Study A that there were only two cases in which dispersion of scores of the Concord population tended to narrow, which seemed to suggest a lack of success in the experimental program having achieved its goals, is offset by the second half of the study that reveals that the program affected beneficially all ability groups rather equally.

The obvious limitation in this study is the absence of a control group. However, the publisher's norming population provides a background against which the reader can assess the merit of the experimental program. In Study B, Chapter IX, there is a control group which buttressed the findings in this Study, which is of primary importance in providing information about performances among groups in the same population. Therefore the validating of hypotheses on page 151 tends to strengthen the inherent theory that students are not deleteriously affected when they are allowed to choose their own English courses.

Sources Consulted, Chapter VII

Dixon, Wilfrid and Massey, Frank : Introduction to Statistical Analysis. McGraw Hill, 1969.

CHAPTER VIII

Study A'

The subject of chapter eight is a phase of Study A, from hereon referred to as Study A'. Study A' is based on a sample population of the 234 students in Study A. For Study A' thirty-two (32) Concord High School students were selected as case studies in order to discover any visible effect of the non-graded, multi-selective progran upon the individual. This sub-study attempts to answer the following question: among the students who performed at the extremes on the COOP English Examination (the two students of each sex in each of the four quartiles whose percentile gain score was consistently the lowest or the highest) what kinds of patterns will emerge in relation to the types of courses attended, the levels of these courses, and the grades received by these thirty-two (32) students, and which kind of pattern might reveal the students' orientation toward achievement and/or orientation toward acceptance by the leading crowd? Emergent patterns might be any of the following, or a combination of them: an area emphasis in literature, composition, language, level of difficulty, phase of course.

In other words the purpose of Study A' is to discover variables on which future prediction or future research of student's success or failure can

be hypothesized and tested. Will students take easy courses in order to receive high grades? Do students with little ability take difficult courses in order to be with their more able peers? Do students who are not terribly concerned with achievement take easy or "phase I" courses? Do students who take the most English courses rank high in their grade? Do alienated students who shun "official values" (Gordon 1971) take more or less English selectives? Do the sequences of courses taken by any of these students appear to be rational and well thought choices?

The variables in this phase of the study then are the student's grades, the student's desire or lack of desire to achieve, the student's attitudes toward acceptance by the "leading crowd" and the student's attitude toward "official or outside value" systems. Needless to say, that there are severe limitations to this phase of the study, for it is nearer to a clinical investigation of individual behavior of subjects from the same population than the experimental proof of an assertion. It is an exploratory culling over of available data to re-examine the validity of certain practices and policies generally found in high schools today.

Assumptions

Though the dimension of Study A' does not lend

itself to statistical analysis, it does provide data relating to some tenable premises to be re-examined. A formal research hypothesis was inappropriate. However, certain existing assumptions about student behavior in light of success or failure in English may be examined. For instance, common sense would lead one to say that one probably does best in what one likes or likes what one does best in. Also, one ought to be able to predict that a student who has little ability does not do well in English and that one who has much ability succeeds. One who has little ability but does well on achievement tests probably chooses more selective courses than one with little ability who does poorly on achievement tests. One who has much ability but does poorly on achievement tests probably takes fewer English classes than one who has much ability and does well on achievement tests.

Again,one who has little ability but does well on the achievement tests chooses more challenging English selectives than one who has little ability and does poorly on the achievement tests.

Too, students who are identified as high on acceptance orientation probably take selectives that are identified as difficult or are designed for the college bound since the socio-economic status of the parents is relatively high. Moreover, students who

are low on acceptance orientation and seemingly possess outside values avoid those classes that are for the college bound and gravitate toward "level I" or "level II" selectives.

Although much of the data obtained was not quantifiable nor could all concepts bearing on this phase of the study be made operational, the results can be arranged graphically so that the reader can obtain a feeling about the answers to some of the questions and assumptions posed above and at the beginning of this chapter.

Procedures

The selection and assignment of the individuals in this phase was accommodated within the context of the previous Study A. After ranking each individual, separately by sex, from lowest to highest score on the results of the eighth grade School and College Ability Test (SCAT), the persons in each of the four quartiles were identified. The scores in the four sub-tests were recorded and each student's percentile change was calculated by using a statistic developed by Menlo and Johnson (1971). When measuring change in a person in experiments involving a pre and a post test, the data has to be processed so that change is represented in terms that allow for a fair comparison with changes in others. For instance, if a student scored ten (10)

points on his pre-test and thirty (30) on the post while student "Y" scored seventy (70) on his pre-test and ninety (90) on his post, a comparison of change in percentage is inadequate because the position at which each scored on the pre-test was considerably different. Menlo and Johnson suggest a statistic, percentile gain, with which post-score is employed in relation to "the distance between the pre-score and the highest possible score." Change is a measure of the degree to which each individual progressed or regressed in relation to a total or a complete score of one hundred percent (100%). When the post-score is higher than the pre-score, the statistic is:

$$P.G.=\frac{(x_1 - x_2)}{(Rp)} \quad 100$$

Where x_2 = final score

x_1 = initial score

Rp = highest possible score minus initial score.

When the individual's post-score is lower than his pre-score, the following variation is used:

$$P.G.=\left(\frac{x_2 - x_1}{Rn}\right) \quad 100$$

Where x_1 = final score

x_2 = initial score

Rn = initial score minus lowest possible score.

The use of percentile gain, rather than simple gain, does not jeopardize high starters by reducing their

gains as compared with slow starters because the comparison of percentage between pre-score and post-score in relation to total score is not considered.

Once each individual's percentile gain was calculated, two students of each sex within each of the four quartiles were identified on the basis of scoring consistently lowest or highest on each of the four sub-tests of the COOP English Examination.

Thirty-two (32) individuals, half male and half female, from the sample population in Study A became the subjects of case studies. Each individual's cumulative record, including, for example, information from Kindergarten teachers' remarks, information on his parents (number of years of schooling), and his final high school grades were printed out and filed in separate dossiers. The data was studied with the purpose of recording pertinent remarks by teachers or counselors about the student's behaviors, his interests, his scores on ability tests, his grade point average, the number of prior schools he attended, the number and sex of siblings, his birth place and birth date, the language spoken at home, and the parents' marital status and vocation. There were no members of minority groups in the sample. Two of the students had been on probation part of their four years in high school. Another individual, who was among the top five students

of both sexes that selected the greatest number of English courses, had attempted suicide. Few of the parents of the thirty-two (32) were divorced or deceased. The parents' level of education ranged from seventh grade to eight years of college. All in all, the students represented a diversity within the homogeneity of population one would expect to find in a suburban town like Concord.

Chad Gordon in "Social Characteristics of Early Adolescence" outlines several sociological parameters of early adolescence in the United States (1971). He documents from the literature of the field the "core value" dilemmas at various developmental stages from infant to adult. The value dilemma for early and middle stages of adolescents' development is the problem of social acceptance and social achievement. The thirty-two (32) students studied in Study A' were in varying stages of adolescence, some still experiencing acceptance/achievement conflict, although others, more developed psychologically, were beginning a period Gordon identifies as intimacy/autonomy paradox, the next major dilemma of the value-theme differentiation and integration.

Gordon plots a chart ordered in terms of dimensions of achievement orientation and acceptance orientation. Further he differentiated within the acceptance

orientation the high, medium, and low divisions, dichotomizing within each "outside values" and "official values." Within the chart Gordon arranges the types of students in the "pantheon"(1971) of the typical American high school. For instance, "Gentlemen Jocks" were those students who rated high on achievement orientation, high on acceptance orientation and possessed "official values", while "in-group" or "Hot-dogs" were placed at the same extremes of the two dimensions, although "outside values" were attributed to them. "Hippies" were placed medium on achievement orientation, placed medium on acceptance orientation, and possessed "outside values", while "Brains" were low on acceptance orientation, high on achievement and possessed "official values", "Hoods" were low on both dimensions and possessed "outside values".

This scheme was useful in providing a form in which the sixteen girls and sixteen boys could be arranged on the basis of data from tests and from the cumulative folder. The plotting was further varified by appealing to counselors, teachers, and peers of the students who were not in the sample to adjust and/or adjudicate the two tables. The positioning might reveal comparisons of the students' rank in ability and rank in achievement or a pattern regrading their selection of English courses.

The sixteen boys and sixteen girls were arranged along the achievement orientation ordinate in Table VIII A and Table VIII B on the basis of their rank in the graduating class of 1971. Also, they were initially arranged on the acceptance orientation ordinate on the basis of remarks and references obtained from the students' cumulative reports. This arrangement was then presented to several educators and students from Concord High School, including counsellors, teachers, and students who remembered the students. These authorities modified the initial placement, resulting in the present tables. The high, medium, and low categories of acceptance orientation are trichotomized to separate those who are inclined to endorse the "official values" and those who are inclined to endorse "outside values". One can equate official values with the belief system of the establishment, but in the case of "outside values" one may find at least two and possibly more types of belief systems: the hippy, the hood and possibly the fundamentalist zealot.

The high, middle and low trichotomies differentiate students' rank in the graduating class of four hundred and fifty-two (452). Each division represents students in clusters of forty-one (41), the multiple of which covers the thirty-two (32) students selected for this phase of the study.

The initials of the last name of the students are followed by ordinals identifying the student's quartile and a "+" or a "-" representing the extreme at which the students performed among others in that quartile on the COOP English Examination. In the fraction that follows, the denominator represents the rank in the class, and the numerator represents the result of combining the number of English courses taken by the students, the level of the course, and the grade achieved in the course. The point system on which the latter figure was obtained was the following: "level I" courses counted 2 points; "level II,"4 points; and"level III,"6 points. The grade of "A" counted as 3 points; a "B" as 2 points; a "C" as 1 point; and a "D" as minus 1 point. No points were awarded for an "F" or for a course that a student took a second time, the first time receiving a grade better than an "F". Only one student received an "F" and one repeated a course he had taken early and one in which he had received a better grade than he did when he repeated it.

Total English scores ranged from seventy-one (71) received by a girl, to (15) received by a boy. There were three boys and no girls scoring in the sixties; two girls and no boys scoring in the fifties; three boys and two girls scoring in the thirties; and two

boys and four girls scoring in the twenties.

Results

The patterns and ratings of students among the female population will be discussed first. In Table VIII A, Elizabeth W. and Pam W., who scored in the first quartile on the eighth grade SCAT test, scored medium on achievement and high on acceptance orientation and possessed "official values". The first ranked ninety-seventh; the second one hundred and fifty-seventh in the graduating class out of a total of four hundred and fifty-two (452) students. Elizabeth took one class more in English than she had to, while Pam took the minimum number. Yet, both took only "phase II" selectives, except that Pam took one "phase III". Elizabeth had four "B's" and three "A's", while Pam received four "C's" and two "B's". Their total English scores were low.

The students in the first quartile scoring highest, Darlene L. and Jane H., were identified as low and medium in acceptance orientation respectively, as medium in achievement, and "official values" were attributed to them. Both took the minimum number of selectives; Darlene ranking one hundred and sixty-third in the class received no "A's", two "B's", and four "C's". Referring to data from Study C, Jane H. scored on written composition three (3), three and five tenths

Table VIII A

Females from Concord High School
Graduating Class of 1971

Achievement Orientation	Oriented Toward Acceptance by the Leading Crowd: Low, Outside Values	Low, Official Values	Middle, Outside Values	Middle, Official Values	High, Outside Values	High, Official Values
High				Donna A 3rd Q- 43/24		
		Patricia K 4th Q- 55/69				Dineen L 3rd Q+ 44/76
		Cathy J 4th Q+ 71/136	Leslie B 2nd Q+ 42/97 Deborah W 2nd Q- 49/138	Cynthia L 3rd Q+ 42/101 Margaret P 2nd Q- 41/107 Robin H 4th Q+ 38/143		Elizabeth W 1st Q- 33/97
Medium		Darlene L 1st Q+ 23/163	Susan F 4th Q- 43/159	Jane H 1st Q+ 29/194		Karen B 2nd Q+ 29/152 Pam W 1st Q- 23/157
Low	Karen C 3rd Q- 55/196					

Quartiles (1st, 2nd, 3rd, and 4th) follow name
+ or - represent extreme high and extreme lows
Numerator is result of quantifying number, level and grade of English courses
Denominator is the student's rank in the graduating class (N=452)

(3.5), four and five tenths (4.5), and one and five tenths (1.5) in grades nine, ten, eleven, and twelve.

The two students scoring highest in the fourth quartile, Cathy J. and Robin H., were identified as low acceptance and medium acceptance respectively, medium achievement, and possessed "official values". Cathy took eight selectives (three in "phase III"), receiving five "B's", three "A's" and was one hundred thirty-sixth in her class. Her total English score was the highest among both sexes. Robin took six selectives (one in "phase III"), receiving three "C's", four "B's", and one "A", and ranked one hundred forty-third in her class. Cathy's scores in writing from Study C in her four years were three and five tenths (3.5), four (4), four and five tenths (4.5), and six (6), bettering the mean each year. Robin, on the other hand, scored three (3), three and five tenths (3.5), three (3), and three (3), falling below the mean for each year. The two students scoring lowest in the fourth quartile, Patricia K. and Susan F., were identified respectively as high achievement and medium in achievement, low and medium in acceptance and possessed "official values" and "outside values". Patricia took seven selectives, five in "phase III", receiving one "C", two "B's", and six "A's", and ranked sixty-ninth with a total English score of fifty-five (55). Susan F. took six selectives,

four in "phase III", receiving two "C's", four "B's", and three "A's", ranked one hundred fifty ninth in her class with a total English score of forty-three (43). Patricia's composition scores from the data in Study C were six (6), six and three tenths (6.3), four and five tenths (4.5) and four (4) successively, scoring above the mean for each year.

The student who was identified as lowest in achievement, lowest in acceptance, and possessed "outside values" took eight selectives (four at "phase III") received three "C's", six "B's", and one "A", ranked one hundred ninety sixth and had a total English score of fifty-five (55).

Among the sixteen girls, the ones who did best on an achievement test, did not take that many more English courses than were required, which would suggest that they did not like the subject. Students who were low in ability seemed to take the minimum amount of English, but the pair who scored lowest on the achievement tests did extremely well, apparently integrating the achievement/acceptance dilemma rather successfully.

Those who were high in ability and scored low on the achievement tests took more English, and as difficult courses, as their counterparts who scored high. One student who had rather high ability but scored lowest took the most English of all sixteen girls.

Among first quartile female students one can make some observations about patterns and types of courses taken and not taken. The two highs in the first quartile took "phase I" classes, a total of four, while the lows did not take any of those easier courses. Moreover, none took a "phase III" literature or composition course and one of the highs avoided all language courses. The lows together took nine selectives, and the highs took eight and one elective.

Among the second quartile students, the two highs and one low took "phase III" courses, the highs each taking one "phase III" language and one "phase III" literature course. The two lows took a total of eleven selectives and two electives, and the highs took eleven selectives. Students who were in the third and fourth quartiles avoided taking "phase I" language and "phase I" composition courses.

Among the girls the common sense assumptions did not seem to bear out. Regardless of ability, all sixteen students did not seem to avoid hard courses. Moving vertically across the chart, the girl achieving the highest, scored lowest in her quartile on the achievement test; in the next row, one of the two girls scored lowest in the fourth quartile. At the other extreme of the six girls, the girl who scored lowest on the acceptance orientation among the six

girls who rated lowest in achievement orientation, took considerably more English than girls highest on acceptance. The column at the far right including the four girls most acceptance orientated, there were no girls from the fourth quartile and with the exception of Dineen, the others took very few English courses.

Of the sixteen boys more of them fell lower on achievement; yet, there were three boys among the four students who scored the highest number of points in English. The boys tended to conform more than the girls to the tenable premises mentioned at the beginning of this section.

Of the three boys rating the highest in achievement, Steve V. scored the lowest in the fourth quartile on the COOP English Examination. The highs and lows of the fourth quartile seem to cluster around the middle or the medium on both achievement orientation and acceptance orientation, suggesting Gordon's themes of tension existing among the most talented. Glancing down the far right column, four of the five boys who were highest in acceptance orientation scored highest on COOP English Examination. However, three of the five were from the first quartile, and the other two were from the second, a similar pattern to that of the girls. Also, it is interesting that the boy and the girl who were placed lowest in achievement and accep-

Males from CHS Graduating Class of 1971

Achievement Orientation	Low: Outside Values	Low: Official Values	High: Outside Values	High: Official Values	High: Outside Values	High: Official Values
	Oriented Toward Acceptance by the Leading Crowd					
High			Bruce D. 3rd Q+ 42/52 Steve V. 4th Q- 41/91	Arthur W. 3rd Q+ 36/89		
Medium				James D. 4th Q+ 67/102 Mark H. 4th Q- 36/115		Karl P. 2nd Q+ 21/115 David B. 2nd Q+ 38/125
Low					Scott W. 4th Q+ 62/151	Rich W. 1st Q+ 32/174 Cliff J. 1st Q+ 31/78
	David P. 3rd Q- 62/216	David H. 2nd Q- 31/231				Gary M. 1st Q- 15/202
		Peterson, R. 1st Q- 26/286	John Jones 2nd Q- 31/264	Jeff D. 3rd Q- 43/249		

Quartiles (1st, 2nd, 3rd, and 4th) follow name
+ or - represent extreme high and extreme lows
Numerator is result of quantifying number, level and grade of English courses
Denominator is the student's rank in the graduating class (N=452)

tance, coincidentally scored lowest on the COOP English tests, yet took a heavy load of English (the boy taking sixteen English courses in grades nine through twelve, and the girl taking ten between the ninth and the eleventh grade). One of the two was on probation with the Contra Costa County Youth Authority, and the other had attempted suicide.

THE NON-GRADED, MULTI-SELECTIVE ENGLISH PROGRAM
FOR THREE STRANDS ACROSS FOUR PHASES

Ninth grade or English I			
Upper Grade Courses (10, 11, 12)			
PHASES	LANGUAGE SELECTIVES	LITERATURE SELECTIVES	LANGUAGING SELECTIVES
1	Media and Communications	Remedial Reading Non-fiction American Literature I Film Study Developmental Reading Speed Reading Short Story	Composition I Creative Speech Applied English
2	Language I Symbology I	Directed Reading Fantasy Literature American Literature II Myth and Epic The Film Poetry World Literature Black Literature	Composition II Composition III
3	Language II Symbology II	Literary Clasics English Literature Modern Literature Russian Literature Shakespeare Drama as Literature Bible as Literature	Composition IV Prose Style
4	Speech I, II; Drama I, II, III, IV; Creative Writing I, II; Journalism I, II, Journalism III; Humanities I, II		

Findings

This clinical assessment of the data has definite limitations, but some common sense premises can be questioned and should be re-examined in order to adjust policy of the schools to fit reality. Much of the following should be varified through further research. Apparently students who are acceptance oriented take fewer and easier English selectives. Yet, students with little ability, especially girls, take difficult courses along with their more able peers.

Students who are achievement oriented do not take easy courses in English but rather take a medium load. Those who take the heaviest load fall in the medium level of achievement. Students who take the most English do not get the best grades. Apparently the alienated students possessing "outside values" take the greater number of English courses.

The sequence taken by the thirty-two(32) revealed very faint patterns that cannot be relied upon to even suggest hypotheses on which prediction of success or failure could be hazarded.

The student among the thirty-two (32) who did best in his studies did not take a heavy load of English, and the student who did best in English ranked in the medium on achievement. Those who performed highest on the

COOP English Examination, especially the girls, did not take too heavy a load of English, while many who scored the lowest in their quartile took rather heavy loads in English.

What can be concluded from all the findings? First, there should be a re-examination of the practice of grouping by ability, because the students with little ability take just as difficult courses and do as well as those who are most able. Of the parents of the sixteen boys and girls who scored the highest, only four parents of the thirty-two had not completed high school; whereas, of the parents of the sixteen boys and girls who scored the lowest, eight parents had not completed high school. Homogeneous grouping of students appears to be practiced on the basis of social class, if parents' schooling is an index, rather than on the basis of ability. Second, there needs to be inquiries into the paradox that those students who take the greatest number of English courses seem not to do that much better on examinations like the COOP English Examination that test basic skills, such as, vocabulary, speed of comprehension, level of comprehension, and English expression. Third, many students who are "outsiders" and who are alienated take much English. One might ask if English courses encourage alienation or if the program fulfills the needs of unhappy adolescents. Such ques-

tions need further study with greater rigor than the superficial culling of data presented in the extended phase of Study A.

Sources Consulted, Chapter VIII

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CHAPTER IX

Study B

The Problem

The purpose of this phase of the total study is to see if students graduating in 1971 who were in the experimental program did as well as or better than students graduating in 1968 who had been in the traditional English program.

Students in the experimental program were allowed to select English courses and the sequence of courses; it is hypothesized that as a result of this freedom, students will perform as well as or better than the control sample, on four variables as measured by the COOP English Examination.

If freedom of choice is a motivational influence, or if students can self select programs to fulfill their needs better than they could have had these needs fulfilled in a "lock-step", conventional program, then the theory that greater freedom for students yields better results in academic areas seems to be the rule.

Going back to the Eight Year Study (1943), there is much research that concurs with this reasoning, yet in English Education it is rather sparce.

Study B is different from Study A in that a comparison group was provided by a sample from a

previous population which completed four years in Concord High School but had no opportunity to participate in selective English classes. The experimental sample was drawn from the membership of the graduating class of 1971. The graduating class of 1968 came from an area in which most of the students had previously attended Ygnacio Valley High School. The students at Ygnacio Valley High School rank highest on the Iowa Test of Educational Development and the Lorge-Thorndike among the seven high school areas in the Mt. Diablo Unified School District. Students from the area surrounding Concord High School rank fourth on the median I.Q. on the Lorge-Thorndike and second on the several subtests of the Iowa Test of Educational Development.

The chart following can give the reader a rough idea of the relationships of the student-bodies in Mt. Diablo schools in ability, achievement, and mathematical achievement.

IOWA TEST OF EDUCATIONAL DEVELOPMENT AND LORGE-THORNDIKE

GRADE 12 -- OCTOBER, 1972

SCORES EXPRESSED BY SCHOOL RANK, CONVERTED AVERAGE RAW SCORE,
PUBLISHERS PERCENTILE RANK AND MEDIAN I.Q., 1971 & 1969 DATA APPEARS IN PARENTHESIS

	IOWA TEST OF EDUCATIONAL DEVELOPMENT							LORGE-THORNDIKE	
SCHOOL	RANK	CONVERTED AVERAGE RAW SCORE	PUBLISHERS PERCENTILE RANK SPELLING	EXPRESSION	QUANTITAVE	READING SOCIAL STUDIES		MEDIAN I.Q.	PUBLISHERS PERCENTILE RANK
	72 (71) 70 (69)	72 (71) 70 (69)	72 (71) 70 (69)	72 (71) 70 (69)	72 (71) 70 (69)	72 (71) 70 (69)		72 (71) 70 (69)	72 (71) 70 (69)
Ygnacio Valley	1 (1) 1 (1)	84 (84) 89 (86)	47 (53) 55 (55)	47 (47) 47 (47)	70 (70) 74 (70)	58 (63) 63 (63)		108 (108) 111 (09)	69 (69) 75 (71)
Concord	2 (3) 3 (3)	78 (77) 80 (79)	47 (39) 47 (47)	40 (40) 40 (40)	58 (54) 66 (58)	53 (53) 58 (58)		100 (101) 103 (103)	50 (52) 57 (57)
Pleasant Hill	2 (3) 2 (2)	78 (77) 82 (81)	39 (47) 47 (47)	40 (40) 47 (40)	54 (58) 66 (66)	48 (53) 58 (58)		101 (102) 104 (106)	52 (55) 60 (65)
College Park	4 (2) 6 (4)	74 (78) 73 (75)	47 (47) 39 (47)	33 (40) 33 (40)	54 (54) 54 (58)	48 (53) 53 (53)		105 (101) 100 (103)	65 (52) 50 (57)
Clayton Valley	5 (5) 4 (4)	72 (75) 78 (78)	39 (47) 47 (47)	33 (40) 40 (40)	48 (54) 58 (58)	43 (48) 58 (53)		98 (101) 103 (102)	45 (52) 57 (55)
Mt. Diablo	6 (6) 5 (6)	70 (71) 75 (73)	39 (39) 39 (39)	33 (33) 33 (33)	42 (42) 54 (54)	43 (48) 53 (53)		97 (97) 101 (100)	43 (43) 52 (50)
Pacifica	7 (7) 7 (7)	54 (62) 66 (70)	26 (26) 39 (39)	18 (22) 27 (33)	20 (37) 42 (42)	24 (39) 48 (53)		89 (92) 97 (94)	25 (31) 43 (35)
District			47 (47) 47 (47)	40 (40) 40 (40)	54 (54) 58 (58)	48 (53) 53 (53)		101 (102) 105 (104)	52 (55) 62 (60)

693/4
11/30/72

The following research hypotheses delineate the implicit relationship to the theoretical base that is implied above in the description of the English curriculum:

1. The 1971 graduating class at Concord High School will score as well as or better than the 1968 graduating class in the vocabulary examination.
2. The 1971 graduating class at Concord High School will score as well as or better than the 1968 graduating class in the level of comprehension examination.
3. The 1971 graduating class at Concord High School will score as well as or better than the 1968 graduating class in the speed of comprehension examination.
4. The 1971 graduating class at Concord High School will score as well as or better than the 1968 graduating class in the English expression examination.

As mentioned in the section describing the instrument in Study A, the level of comprehension is an inadequate test since the ceiling of thirty (30) raw score was attained by many students. Therefore the distribution is skewed to the right. I include the data obtained merely for form.

Procedures.

The selection and assignment of the subjects in the two populations were accommodated by matching 1968 students with 1971 students on the independent measure of the SCAT total score. The graduates of each class had taken the SCAT examinations in November of the year in which the students were in the eighth grade, the 1968 students in 1963, and the 1971 students in 1966. The individuals of each sex in each graduating class were ranked from the lowest score to the highest score on the combined scores from the Verbal and Quantitative subtests on the SCAT.

Students of each sex in the two samples were matched by identical scores or within a range of four raw score points. After sorting out students of the 1968 class and the 1971 class who did not match, ninety-six (96) pairs of boys and eighty-three (83) pairs of girls were obtained. By rank ordering names from the 1968 class with the matched names from the class of 1971 according to the SCAT scores, each student's scores on the four subtests of the COOP English Examination (Vocabulary, Level of Reading, Speed of Reading, and English Expression) were recorded. This latter examination was administered in April of each graduating year. In the case of each score the raw

The following research hypotheses delineate the implicit relationship to the theoretical base that is implied above in the description of the English curriculum:

1. The 1971 graduating class at Concord High School will score as well as or better than the 1968 graduating class in the vocabulary examination.
2. The 1971 graduating class at Concord High School will score as well as or better than the 1968 graduating class in the level of comprehension examination.
3. The 1971 graduating class at Concord High School will score as well as or better than the 1968 graduating class in the speed of comprehension examination.
4. The 1971 graduating class at Concord High School will score as well as or better than the 1968 graduating class in the English expression examination.

As mentioned in the section describing the instrument in Study A, the level of comprehension is an inadequate test since the ceiling of thirty (30) raw score was attained by many students. Therefore the distribution is skewed to the right. I include the data obtained merely for form.

score was used in this study, although converted score, publisher's percentiles and local percentile were available.

The design of Study B is based in a contrasting analysis of the two groups and approximates a "Status-Group Comparison" project as described by Campbell and Stanley (1962).

Control Group	Graduating Class of 1968	Standardized Examination
Experimental Group	Graduating Class of 1971	Standardized Examination

$$\frac{X \quad 0}{\quad 0}$$

The general research hypothesis in Study B is stated as follows:

> The graduating seniors of 1971 will perform significantly better than the graduating seniors of 1968 on each of the four subtests of the COOP English Examination.

The null hypotheses basic to testing the specific results are stated in the following list:

1. There will be no significant difference between the scores of the 1968 and 1971 classes on the COOP English subtest Vocabulary.

2. There will be no significant difference between the scores of the 1968 and 1971 classes on the COOP English subtest Level of Comprehension.
3. There will be no significant difference between the scores of the 1968 and 1971 classes on the COOP English subtest Speed of Comprehension.
4. There will be no significant difference between the scores of the 1968 and 1971 classes on the COOP English subtest English Expression.

Results:

The students' scores on the four subtest means were computed as reported graphically below. The standard deviation and the standard error of the mean for each respective group and subtest were also obtained. Utilizing these statistics, the hypotheses were tested and significance of differences was established on the basis of the "t" test distribution (student).

Table IX A

Contrastive Study by sex of the performances of the 1968 Seniors of Concord High School with the performances of the 1971 Seniors of Concord High School

STUDY B
COOP ENGLISH EXAMINATION

		FEMALES - N = 83		MALES - N = 96	
		Seniors 1968	Seniors 1971	Seniors 1968	Seniors 1971
Vocabulary	+SD	48.1725	49.4365	48.10273	49.97634
	mean	38.76	40.76	39.98	42.05
	-SD	29.3475	32.0853	31.85727	34.12366
	s=	9.4125	8.6765	8.12273	7.9263
	SEm	.83337	.813221	.829019	.808971
Level of Comprehension	+SD	28.6347	29.9747	29.4935	29.5228
	mean	24.34	25.29	24.22	24.39
	-SD	20.0453	20.6053	18.9465	19.2572
	s=	4.2947	4.6847	5.2735	5.1328
	SEm	.471406	.514214	.538222	.523862
Speed of Comprehension	+SD	49.4303	55.9661	49.725	55.5276
	mean	38.38	45.39	38.40	48.31
	-SD	28.2597	34.8139	27.0775	32.0924
	s=	10.5403	10.5761	11.325	11.7176
	SEm	1.15695	1.16088	1.15584	1.9592
English Expression	+SD	63.8276	43.5589	60.5761	61.7084
	mean	53.27	55.02	48.88	49.39
	-SD	42.7124	66.4811	37.1389	37.0716
	s=	10.5576	11.4611	11.6916	12.3184
	SEm	1.15885	1.25702	1.19372	1.25724

Conclusions

The results of the subtest Speed of Comprehension revealed that the 1971 sample scored significantly better at the .01 level for each sex, and the results of the subtest Vocabulary scored significantly better at the .05 level for males. The other results failed to reveal any significance of differences, although the figures in every case favor the direction of the research hypothesis. Since the null hypothesis was rejected for male and female scores on the subtest Speed of Comprehension, and for males on the subtest Vocabulary, this researcher feels comforted that the experimental program not only did not harm the students who completed the four years, but also it benefited males and females in certain areas. Since the Level of Comprehension subtest is faulty (having a ceiling of thirty (30) raw score), the results neither demonstrate significance of difference or non-significance. Therefore half of the variables measured for males and females achieved significance of difference.

Thus the non-graded, multi-selective program is to an extent a success. The apparant superfluity of Speed is discussed in Chapter VI under the description of the instruments. Indeed Speed of Comprehension is best described as power of reading.

Still, one might question whether or not standardized norm-referenced measurements measure the things the curriculum designers were interested in assessing, the attitude of the students. However, the academic attainments have not suffered by the implementation of the new programs.

The significance of the Study B is that it suggests areas of further study: Do the students retain their gains over time? does the freedom to choose any English course cause them trouble in later years in college? can these gains be achieved by an influence not controllable by the English curriculum? do the favorable results last? are they detectable in the students' performances in other classes at Concord High School? and can one generalize about the superiority of this curriculum design in other non-graded, multi-selective English programs as a result of these gains?

Sources Consulted, Chapter IX

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CHAPTER X

Study C

Statement of Problem

Study C is an investigation into the proposition that if students are free to choose their courses in English, then they will perform as well as or better than they would were they compelled to take a conventional English program. No less important is the research hypothesis that if students are free to choose their English program, then they will achieve significantly better each year of their schooling. This writer and a majority of classroom English teachers firmly believe that an English teacher evaluating the writing of anonymous students provides a better means of evaluating the student writing than administering multiple choice tests that purport to assess writing but in fact assess the student's proof reading skills. The English expression sub-test of the COOP English Examination is an example of the latter.

In light of this assumption Study C can be seen as a larger project of assessing the achievement of Concord High School students. This project evaluation was an internal assessment of students' performances. Unlike external assessment, e.g., the use of the sub-tests of the COOP English Examination relied on in Study A, study A', and Study B, an internal assessment

is one in which the staff of the school took part in designing, administering, and evaluating student performance in composition.

Study C deals with samples of student writing obtained during the four (4) year project conducted by the English teachers at Concord High School. This project was a composition workshop administered by the fifteen (15) members of the Concord High School English Department. It was an evaluation of the department's objectives (Numbers 2,8,9, and partially 4 and 7, see Chapter IV). The procedure consisted of three stages: designing the writing exercise, administering the examination, and evaluating the composition. Since Study C was shaped out of the substance of the composition workshop, this writer will digress and include, under "procedures", the description of the three parts of the workshop.

Designing the Writing Exercise

Nearly every member of the department submitted a writing exercise. After reviewing these exercises during three or four department meetings, the majority of the department arrived at a writing assignment that would be challenging to the ablest twelfth grade student and yet not be frustrating to the slowest ninth grader. The type of questions designed and selected during the four years varied from closed-ended to

open-ended writing exercises.

In the first year the department felt that a closed-ended essay question would provide readers with more measurable criteria than would an essay question which asks the students to respond in any fashion. In 1967-1968 the writing exercise was relatively more closed-ended, as the reader can gather:

> The 1967-1968 Writing Exercise Written by the Concord High School English Department to be administered in the spring of 1968.
>
> "A person has remarked to you that 'your eyes must be so clouded over that you can see neither the beauty nor the ugliness surrounding you.' Reply to him, using the quad of Concord High as an example of something you have looked at."

In the second year the members of the department decided to select a more open-ended question because as readers they were surfeited with descriptions of the Concord quad.

(1969)

FICTION

SHUT UP AND EAT

PLAY IT COOL

RELATIONSHIPS

WORTH OF LIFE

SYNTHESIS

BOREDOM

EDUCATION

FUN

LIES

SCHOOL

LOVE

POTENTIALITY

FRIENDS

MEANING

HALF LIVES

LOVE

THIS IS DUMB

PLAYER OF ROLES

FRAGMENTATION

POSSESSIONS

Allow your mind to wander over these bits and pieces for a few minutes. These words should get feelings and thoughts rolling that have something to do with the words given. Try to write a composition that brings together a number of these thoughts and feelings. You do not have to use the exact words given above in your composition. If you cannot bring together a number of the above words, write a composition that has something to do with at least one of them.

You are expected to express your thoughts carefully, naturally, and effectively. Remember this composition is to be read by English teachers.

Specific directions:

Think for around ten minutes.
Write for twenty minutes.
Revise, edit and rewrite a second draft.
Hand both drafts in. Put an X through the rough draft.
Print your name, "C" for Concord High, and your grade at the top of both drafts.

In 1969-1970 the members of the department selected a slightly less open-ended question. The 1968-1969 essays were more interesting to read than those on the first question. However, the 1968-1969 question was so open-ended that a considerable number of students chose to compose in a number of genres, such as the poem, the script, and the short fiction, rather than the essay. Comparing compositions in different genres is almost impossible since one uses the same grading scale to rate a two hundred word essay that he uses to rate a tight eight-line poem. Therefore, the third writing exercise provided a little more direction for the writer.

(1970)

NO MATTER WHERE YOU GO,
THERE YOU ARE.

EXPLORE INNER SPACE.

YOU ARE HERE, WHERE IS THAT?

Think about the picture and the words. Write a prose essay about the relationship between the picture, the words, and you.
Remember to write prose—no short stories, poems, or plays.

In the final year the members of the English department selected a question that was closer to the first closed-ended question. One reason was that though the 1969-1970 question was relatively open-ended, many student writers were forced into writing about the self, a subject that fostered numerous cliches and redundancies. Therefore, in 1970-1971 the department selected an exercise that was based on data immediate to the student.

The 1970-1971 Writing Exercise Written by the Concord High School English Department to be administered in the spring of 1971.

"You are studying our culture. You decide to use one or more of the following sources of information: Life, Reader's Digest, and Mad Magazine, one week's television programs, and one week's observation of Concord High School.

Compose an article for an intelligent audience who is interested in your conclusion.

TEACHERS: PLEASE READ DIRECTIONS TO STUDENTS.

DIRECTIONS:

Use 20 minutes to consider your problem and to write a rough draft. Use 5 minutes to reconsider and the remaining portion of time to write your final draft.

The teacher will collect both your rough draft and final draft. Make sure that you mark your final draft "FINAL DRAFT". Put your name on both drafts in the upper right-hand corner."

Administering the Examination

The agreed upon composition questions were administered during April of 1968,1969, 1970, and 1971 to all students with a make-up examination the following week. In 1968-1969 the Ygnacio Valley students participated in this examination and the same procedures were followed. Papers from both schools were thoroughly mixed. A part of the abortive study described in Chapter IV.

All students were asked to read the question and to deliberate for a period of five to ten minutes. During this time students either outlined their compositions or ruminated on the question. When the student had digested the question posed, he would write for twenty minutes. After finishing his essay, he was to proof read and then rewrite a final draft. At the end of the examination hour, teachers picked up both the rough draft and the final draft.

The students were asked to write their names on both drafts but not their grade nor their English class. After administering the examination, teachers stapled slips of paper over the students' names and all papers collected were mixed thoroughly in the English Department office.

Evaluating the Compositions

Toward the end of April in each of the four years

the entire department met with an outside authority who supervised the evaluation at Tolman Hall, University of California, Berkeley. The evaluation procedure was supervised by a nationally recognized theorist in rhetoric. In each of the sessions a different person supervised.[1]

The fourteen teachers were assigned to four tables marked A,B,C, or D with a monitor appointed to each; the outside supervisor was at a fifth table. At a warm-up session, duplicate papers that were selected for uniqueness prior to that Saturday morning, were graded

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1 1967-1968 - Mr. Richard Worthen, Editor of the "California Essays Scale", published by the California Association of Teachers of English, consultant for the U.S.O.E., reader of English composition for the Educational Testing Service, and instructor at Diablo Valley College.

1968-1969 - Mr. James Gray, co-author of the Addison-Wesley eleventh grade textbook on grammar and composition, and reader of compositions for the Educational Testing Service.

1969-1970 - Mr. Miles Myers, co-author of Writing: Unit Lessons Composition, Ginn and Company, and California State Department of Education English Teacher Specialist.

1970-1971 - Mr. Worthen returned to supervise the fourth year in May.

by every teacher and the scores were tallied in order for all to develop a common perspective. Each paper was evaluated impressionistically, scores being assigned on a 1-8 range. There was no middle score; a reader had to decide whether a paper was among the upper half (5-8) or lower half (1-4). For example, a paper that was felt to be a "2" would be associated with those papers that were in the upper half of the lowest fourth. These divisions quickly gave readers a sense of what each of the eight marks represented. Monitors distributed papers to readers at their tables, and each reader after initialing the paper, according to the table, scored it on the back of the paper. If a paper bothered a reader, he would call it to his monitor's attention, who might render a judgment. Often a particularly bothersome paper required the supervisor's judgment. Frequently, he would run off fourteen copies so that the entire department might participate in a final review. Every paper was read by at least two teachers, and the mean score of the grades constituted the final score. For further remarks about the nature of this evaluation see Gage, 1969.

The following week the department secretary tore off the pieces of paper covering the students' names and aplhabetized the papers according to the students'

level (9, 10, 11, or 12).

The Sample for Study C

For the purpose of the study the following procedure enabled the writer to rake through the results of four years of essays, a sum total of around 14,000 readings by nineteen English teachers.

Those students who wrote an essay each of the four years were separated by sex and listed alphabetically. The means were obtained from the males (N=46) and from the females (N=39) in 1968, 1969, 1970, and 1971. After obtaining the standard deviation and the standard error of the means, the differences between successive year's means were submitted to Student's "t" test for significant differences at the .01 level. In other words the mean for males in 1969 was subtracted from the mean for males in 1968, likewise the mean from 1970 from 1969, and 1971 from 1970. After repeating the procedure for females the means of senior males and females of 1971 (N=45 and 39 respectively) were tested against the means of males and females from the class of 1968 (N=97 and 81 respectively) for the significance of difference.

Utilizing these statistics, the hypotheses were tested and significance of difference were established on the basis of the "t" distribution (Student).

Table X A

Study C

Results of the scores of students from the graduating class of 1971 on the written examination and a comparison of the scores with those of the graduating class of 1968 in terms of mean raw score, the standard deviation, the standard error of the mean, and the correlation coefficient.

		1968	1969	1970	1971
Males N=46	mean	3.1108700	3.923913	3.177139	4.043478
	S.D.	.431148	.425702	.414139	.45127
	SEm	.0642689	.063457	.061733	.067268
	rxy	.2805	.6648	.4768	
	"t"	10.627 Sign. at .01	-4.95 Sign. at .01	1.822 n.s.	
Females N=39	mean	3.653846	4.343589	4.089743	3.969231
	S.D.	.441229	.38310	.43705	.47329
	SEm	.071577	.062147	.078921	.76770
	rxy	.756	.3383	.30294	
	"t"	14.5509 Sign. at .01	-3.203 Sign. at .01	-1.3109 n.s.	

Seniors 1968 N=97			Seniors 1971 N=46
Males	mean	3.305155	4.043478
	S.D.	.45127	.41289
	SEm	.0672684	.041822
	"t"	9.388763	Sign. at .01

Seniors 1969 N=81			Seniors 1971 N=39
Females			
	mean	3.630964	3.969231
	S.D.	1.29615	.47329
	SEm	.1440	.07677
	"t"	12.1018	Sign. at .01

Between 1968 and 1969 both male and female groups increased their scores significantly at the .01 level. Yet, both male and female dropped back significantly at the .01 level between the sophomore and junior year. Between the junior and senior year, the females' scores dropped back again, though not significantly and not lower than 4.343589 which was the highest mean attained in the four years. On the other hand, the males' scores increased, though not significantly, between the junior and senior year. Moreover, their senior score of 4.03478 is higher than the sophomore mean, but not significantly higher.

The experimental group scored significantly higher at the .01 level than the control group, the graduating class of 1968.

In order to put these results in a better context the following tables are provided:

Table X B

School	Year	Grade	Number	Mean Score
Concord High School	1969	9	378	3.54
Ygnacio Valley High	1969	9	55	3.47
Concord High School	1969	10	381	3.76
Ygnacio Valley High	1969	10	78	3.60
Concord High School	1969	11	331	4.11
Ygnacio Valley High	1969	11	68	4.04
Concord High School	1969	12	156	4.58
Ygnacio Valley High	1969	12	68	3.80

Although there was not a test of significance run on these figures, the figures suggest that Concord High School students were seemingly writing better than the sample of students from Ygnacio Valley High School. The sample population for Study C was the tenth grade class in Table X B. It appears that the mean of the class as a whole score (3.76) was nearly the same as the score of the male sample population when they were juniors (3.771739), though the female sample was higher (4.089743).

Table X C reveals another picture of the background from which the sample male and female populations were obtained. It shows the results of the composition workshop during the four years of the project. The underlined figures indicate the class from which the sample of thirty-nine females and forty-six males were drawn for Study C.

Table X C

Results of the Composition Workshop at Concord High School between the years 1968 to 1971 in terms of raw mean scores.

Grade	Year	Number	Mean Score
9	1968	451	2.84
9	1969	378	3.54
9	1970	398	3.50
9	1971	98	2.95
10	1968	385	2.94
10	1969	381	3.76
10	1970	407	3.80
11	1968	330	2.11
11	1969	331	4.11
11	1970	370	4.00
12	1968	182	3.29
12	1969	156	4.58
12	1970	174	4.10
12	1971	150	3.995
School-wide	1968		2.80
School-wide	1969		3.88
School-wide	1970		3.80

Table X D

MT. DIABLO UNIFIED SCHOOL DISTRICT
DEPARTMENTAL COMPOSITION RESULTS FOR

Concord High School (Total population) and
Ygnacio Valley High School (Sample population)

WRITING SAMPLE

School	Grade	Year	N	Mean Score
CHS*	9	1968	451	2.84
CHS	9	1969	378	3.54
YVHS	9	1969	55	3.47
CHS	9	1970	398	3.50
CHS	9	1971	98	2.95
CHS	10	1968	385	2.94
CHS*	10	1969	381	3.76
YVHS	10	1969	78	3.60
CHS	10	1970	407	3.80
CHS	11	1968	330	3.80
CHS	11	1969	331	4.11
YVHS	11	1969	68	4.04
CHS*	11	1970	370	4.00
CHS	12	1968	182	3.29
CHS	12	1969	156	4.58
YVHS	12	1969	68	4.11
CHS	12	1970	174	4.10
CHS*	12	1971	150	3.995
CHS	School-wide	1968		2.80
CHS	School-wide	1969		3.88
CHS	School-wide	1970		3.80

* Represent the class from which student samples were obtained for Study A (Chapter VIII), Study B (Chapter IX) and Study C (Chapter X).

Conclusion

Although the experimental group performed significantly better than the control group, the results for the groups within the experimental population are alarming. Unfortunately, data is not available as to what kind of pattern of group growth occurs among students in a conventional program. The students in the 1971 class performed better than those in the 1968 class in Study B. In addition, the class compares favorably with the Ygnacio Valley High School population before that study was aborted when the English Department at that school converted to a similar program.

Apparently the random selection of English classes by students used to traditional "lock-step" English programs causes many students problems in the area of improving their composition skills. The loss or decrease in scores between the sophomore and the junior year is made up in the case of the males, although the females did not return to the level they achieved as sophomores. In each case the scores in the twelfth grade are somewhat better than the scores in the ninth grade. As an aside it is interesting to note that Kitzhaber (1963) found that freshman students wrote better compositions as freshmen in college than they wrote as seniors in college. It would be interesting to use Kitzhaber's criterion with high school students to see

if an analogy exists between stellar performances of initiates at each level of education.

There is a number of limitations to the methodology in Study C. The selection of those students who took the examination over the four years probably results in a biased sample. It is possible that those students who persisted until graduation were more able than those who dropped out, moved out, or missed taking the examination because they opted out. Also, using the pre-test results of the Ygnacio Valley and Concord students in 1969 and the overall results of the composition workshop merely provides the reader with a semblance of behavior, not a substantial demonstration of superiority or inferiority in writing.

Many have objected to impressionistic grading of a writing sample. However, one hundred (100) randomly selected papers with two or more scores, given by anonymous teachers, for 1968 and 1969 were listed, and the differential in scores was recorded for both years. The differential between two or more evaluations in 1968 was .81 and in 1969,.56, indicating that the department had become more standardized.

Needless to say, this experiment was far from pure research. Yet, it does provide the reader of this dissertation with another perspective, an internal

assessment, so that he may obtain some basis for decisions related to curricular change in high school English.

The implications for curriculum developers and members of English departments are obvious. There should be constant monitoring to see if the pattern of post-sophomore drop in writing ability occurs elsewhere. Selective programs must develop transitional phases so that sophomores do not suffer as a result of choosing their own courses.

This chapter raises more questions than it answers. Do students in conventional programs decrease in writing ability between the sophomore and junior years? Is the temporary loss regained in writing because they are mixed in with juniors? Is the temporary loss regained because of the competition in later grades? Is a student's ability to write best judged impressionistically? Is writing in a twenty minute period a natural writing exercise?

The limitations in the study are implicit in some of the preceeding questions. Granted that the means of evaluating compositions is subjective; however, this subjectivity strikes this writer and most of his colleagues in English education as the most adequate means of assessing the subjective response of a student to an exercise that requires him to explore his innermost thoughts and feelings.

Sources Consulted, Chapter X

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CHAPTER XI

Conclusion

The four-year study of the multi-selective, non-graded English curriculum at Concord High School is composed of four sub-studies, through these a differential attempt was made to ascertain whether or not students completing a program of English by choice would p rform as well as, if not better than, they would have if they had completed a traditional English program of English I, II, III, IV. This tetragulated set of studies includes the use of the COOP English Examination and a writing exercise evaluated by members of the Concord High School English Department.

The Sub-studies

The four sub-studies, which comprise Chapters VII, VIII, IX, and X, are identified as Study A, Study A', Study B, and Study C respectively. Study A is addressed to the question: Are students of several ability levels in a curriculum of English by choice increasing similarly in the areas of vocabulary, level of comprehension, speed of comprehension, and English expression? Study A' deals with the same sample population as Study A, but it is directed to questions such as the following: Do the students in the four quartiles of ability who perform at the extremes on the achievement sub-test used in Study A reveal any pattern related to achievement/acceptance polarities? Do the

students in the four quartiles who perform at the extremes, achieving the highest or the lowest in percentile gain on sub-tests, reveal any pattern of success or failure related to the number and type of English selectives they choose?

Study B focuses on the question: Do students who are free to choose their own program do as well as or better than students who have taken a traditional program in the areas of vocabulary, level of comprehension, speed of comprehension, and English expression?

Study C deals with a third sample population and addresses the following questions: Are there significant gains in composition that a sample population will achieve each year if each student has a different sequence of English selectives? Will the seniors who had individualized sequences of English selectives do as well in written composition as students who took the traditional English program?

Study A is designed to compare the performances of students in the four ability groups as ninth graders and twelfth graders on the four sub-tests of the COOP English Examination and to study the dispersion pattern of the distribution of scores between grade nine and grade twelve. It was important for several reasons to

students in the four quartiles who perform at the extremes, achieving the highest or the lowest in success or failure, related to the number and type of English selectives they choose?

Study B focuses on the question: Do students who are free to choose their own program do as well as or better than students who have taken a traditional program in the areas of vocabulary, level of comprehension, speed of comprehension, and English expression.

Study C deals with a third sample population and addresses the following questions: Are there significant gains in composition that a sample population will achieve each year if each student has a different sequence of English selectives? Will the seniors who had individualized sequences of English selectives do as well in written composition as students who took the traditional English program?

Study A is designed to compare the performances of students in the four ability groups as ninth graders and twelfth graders on the four sub-tests of the COOP English Examination and to study the dispersion pattern of the distribution of scores between grade nine and grade twelve. It was important for several reasons to study the results of the statistical treatment of

the dispersion patterns and of the mean scores of the first and fourth quartiles, second and third quartiles, first and third quartiles, and the second and fourth quartiles, for each sex.

If in the Concord High School sample the dispersion of scores of a population between the ninth grade performance and the twelfth grade performance narrows, then it would suggest that the population's achievements are becoming homogeneous. However, homogeniety is a two-edged phenomena. It suggests that the "lows" are rising, but the "highs" are falling. In other words, approximately sixty-six percent (66%) of the population congealed as far as achievement is concerned. Seventeen percent (17%) of the population at each end of the normal distribution is still unaccounted for. With the comparison of the means at the extremes, the first and fourth quartile, the top and bottom 12.5 percentile can be studied to see if the regression affect explains the hypothes zed despersion pattern, and/or if the department's goals are being achieved. In other words, if the mean growth in raw scores of the first quartile is significantly higher than the mean growth of the fourth quartile, then the "lows" are benefiting from the program while the "highs" are regressing relatively.

On the other hand, if the growth of the "highs" are significantly higher than the growth of the "lows", then the "highs" are benefiting while the "lows" are not gaining sufficiently from the program. If there is no significant growth between the two groups, then the "highs" and "lows" are achieving similarly in spite of the fact that the variance narrows.

The mean growth of the Concord High School population is greater than the mean growth of the publisher's population; therefore it seems valid to assume that the greater achievement beyond the natural maturation of the students is accountable for by the new program. If there is a narrowing of dispersion, then the goals of the program, as measured by the COOP English examination, are being actualized as students complete the four-year program. If the first and fourth quartiles are benefiting equally, then the program provides for the broad range of student needs in basic literacy as measured by standardized tests. As one might glean from Chapter VII, the dispersion pattern only narrowed twice; however, the twelve comparisons of each ability group of each sex revealed that in only two of the twenty-four cases was the mean difference in growth significantly different than a .05 level. Hence, the conclusion for the preceding argument bears out that the

program benefits all seemingly equally, although there is no basis for concluding that the department's goals were being achieved as suggested by the dispersion pattern.

As long as a curriculum is dynamic, so that it is providing programs congruent with student interest, then heterogeniety of ability in classes to a certain extent is guaranteed. If the students in Study A truly chose the courses they wanted, which appears to be the case in light of the data from Study A, then they were cognizant of their academic needs, regardless of the fact that they were in comparatively nonhomogeneous classes. Grouping by ability was abolished in the ninth grade, and ability grouping was not a criteria for a student's admittance in a selective class. However, the more able student tends to choose courses like Shakespeare, so there is a certain degree of homogeniety, but less than the previous, traditional curriculum. This writer would agree with George Hillocks (1962), that extreme homogeneity in grouping can calcify a selective program.

There were two occurrances where significance of difference at the .05 level was computed. In the case of superior performance of the first quartile males as compared with the fourth quartile males on English expression, there are three possible inferences

that can be made:

A. The most able twelfth grade boys defy taking tests.

B. Teachers of able students enjoy more cerebral instruction than the training of skills such as emphasizing precision in writing; and the teacher of slow students finds slow students accommodating when they deal with concrete or detailed work like usage and mechanical drills.

C. The objectives of the test of English Expression are not congruent with the objectives of English teachers who teach the able male students.

The fact that the fourth quartile boys performed differently on vocabulary and speed of comprehension suggests that inference "A" is invalid. Jensen's recent work in Bakersfield (1971) might give credence to inference "B", in that one of his conclusions was that less able students perform better on "Level 1" cognitive operations, such as recall, memorizing, and simulating, while more able students perform better on "Level 2" cognitive operations, such as synthesizing and evaluating. Although the data available is limited in supporting any one of the inferences, this writer is inclined to support inference C. The difference between twelfth grade boys' performances on the composition exercise in Study C, and twelfth grade boys' performances in the fourth quartile suggests that able students at least are more accessible to composing and ordering ideas, which were high priorities of the members of the composition workshop as opposed to the

stress on linguistic etiquette, the goals of English expression test of the COOP English examination. The performance of males in the fourth quartile, who dropped on the English expression tests, seems to contradict the composition workshop writing results, yet this paradox is not unique. The objectives of the English expression sub-test emphasize small details, mechanics, capitalization, and punctuation, while the English teachers composing the workshop and evaluating impressionistically, placed a higher priority on ideas, and the writer's ability to embed sentences so that they convey appropriate figure-ground relationships by subordinating linguistically that which is subordinated psychologically. Still the populations, those males in Study C and those in the fourth quartile of Study A are not necessarily the same males, although the populations did overlap. Still the consideration of the mean group in Study C can only be contrasted with the mean of the fourth quartile but cannot be compaired. Hence, there is need for further study.

The clinical studies of the thirty-two boys and girls whose scores were the lowest or the highest in percentile gain in each of the four quartiles, which constituted study A', revealed that variability among the student population is extremely high. There is no way one can predict the students' terminal achievements

or the degree of importance he places on acceptance by the leading crowd on the basis of the courses he chooses and the pattern of these courses. The results of this study suggest that there is no reason to separate students on the basis of ability. What appears to be more the practice than the exception is that tracking of students is based on social class, rather than either on ability or on student interest. Those students taking level "1" courses and being programmed into "C" classes in other subject areas had parents who had less education. That a curriculum must provide variety and be differentiated in order to meet the demands of such a range of different interests and abilities is an obvious conclusion one must infer from this study. A selective program is more able to achieve this purpose than a traditional one; moreover, the experimental selective program appears to attract those students who are on the fringe or have the greatest probability of dropping or being pushed out.

Study B provides the most concrete comparison permitting one to argue in favor of the selective program over the traditional English program. Though history or the time between the graduating class of 1968 and that of 1971 constitutes a definite limitation in the study, it only jeopardizes it in a supe fashion. If one rejects Offer's thesis and endorses

Gitchoff's and other sociologists' contention that "the times are a-changing," then one would assume that the change would be negative in terms of cognitive achievement. If this were the case, the 1971 class should score lower on the sub-tests than the earlier seniors with whom they were matched. However, on every test the results favored the direction of the experimental class, and in one-half of the legitimate sub-test results (level of comprehension was an invalid test, see Instruments, Chapter VI) there was significant difference at the .05 level. Furthermore, the graduating class of 1968 came from a higher socio-economic status area than did the more heterogeneous graduating class of 1971.

However, in Study C the results of the writing exercise, on one hand, suggest that the students are not benefiting in the area of composition from the selective program. It is true that both males and females increased significantly between their freshman and sophomore year, but they both decreased significantly between their sophomore and junior year. Too, the girls continued to decrease between their junior and senior year, although not significantly; however, the boys regained some of their loss and scored higher as seniors than as sophomores, although this difference was not significant at .05. On the other

the question of how a control population would compare with the experimental population constituted the second part of Study C. The performance of the seniors in 1968 was compared with the performance of the graduating class of 1971; the difference favored the experimental group at a .01 level of significance for each sex.

However, developers of selective programs need not feel complacent, for this is the weakest link in the experimental program's design. The Concord High School program had courses specifically designated as composition courses which other schools in the Mt. Diablo Unified School District did not have until recently. One might contend that students, who were in a selective program that stressed the integration of language, composition, and literature in every course, would perform better than students in a program like Concord's, wherein the courses were clustered in strands of literature, language, and languaging. However, from superficial criticism, one might assume this is not the case, but the issue is open to further study.

Another question that should be further researched is whether or not the students who were in a non-graded program including the tenth, eleventh, and twelfth grades would perform similarly to students in a non-graded English program that included only

since Kitzhaber (1963) found that writers were better writers as freshmen than they were when they were seniors. A study of student reading behavior before the paperback revolution of the late 1950's and replicated after it (Dieterick 1969) showed that students as eighth graders read more fiction than they did at any other age level. Until further study any consideration of these crescendos in the skill of writing are mere speculation.

Other Limitations

There are a number of limiting aspects to the various facets of the overall study of the Concord High School selective program. The period of time separating the control group's performance on tests from the experimental group's, mentioned before, is definitely a major consideration. The problem of maturation accounting for normal growth has been considered and hopefully ameliorated by Study B, since both groups of students were composing at the same age level.

The type of instrumentation might be criticized on the basis that an old instrument was used in order to record changes in motivation and interest among students. The reason that a conservative test like the COOP Examination was used was to answer the criticism that "the basics" were being overlooked

as a result of instituting an English program in which the teachers had a chance to do their own thing.

There was a certain degree of experimental mortality or a differential loss of students during the testing period. This resulted in a bias favoring the results in at least one sub-study, that of Study C. However, there was an attempt to adjust this bias by using the early 1968 graduating class as a control.

Too rigid an adherence to Cambpell and Stanley's criteria for experimental design can result in what James Coleman recently criticized when he distinguished between the world of action and the world of discipline (1973). In a speech before the American Association for the Advancement of Science in Washington, D.C., Coleman suggested that research be designed for the world of action rather than for the world of academia. He argued that methodology that has its base in testing and the development of theories is different from methodology that has as its base a guide to action in the field. He identifies the former as "disciplinary research", the latter "policy research".

The Concord study is based on the experience in the field; it is a history of the implementation of a new curricular structure. Although there are flaws in the design, and the conclusions have to be conservative because of lack of control of variables,

the results of this study have much to say to administrators and teachers interested in or already involved in some type of English by choice curriculum. Coleman identifies two characteristics of policy research like the Concord study; it originates outside the discipline, and the results are addressed to the world of action. In each case the Concord study qualifies, although each distinction can be looked upon as a limitation. Coleman acknowledges such weaknesses because policy research is influenced by time, semantics, conflict of interests, and "practicality" (Influences that do not necessarily affect disciplinary research).

The Concord study was a kind of ex assessment of the new program. Much needed information was unavailable because the students were lost as a result of the passing of time. In the Concord study the meaning of concepts and the shading of language is different from that of the English discipline. Few professors of English are enthusiastic about English by choice. As a matter of fact, every critic of selective English programs is from higher education. That the study of film should be in the domain of English is considered heresy, yet, in most of the studies (Kubicek 1970; Harvey 1971; and Hillocks 1971) it is included as an English offering.

The third limiting influence, according to

Coleman, is that there are political problems, interested parties who conflict on a variety of points. As alluded above, there is a certain threat to English departments in community colleges, state colleges, and universities in that their content has had a tendency to filter down to the high school English curriculum. B. Everard Blanchard (1971) from De Paul University reports in his study that high school teachers felt that thirty-five percent (35%) of what they taught was duplicated in schools of higher education and that college teachers felt that twenty-four percent (24%) of what they taught overlapped with what had already been taught to their students when they were in junior high school.

Last, the problem of economy of information was a factor in the Concord study. Coleman differentiates discipline research, in which the aim is to maximize little information gathered, patching up vacant areas or buttressing more general theories and policy research in which the amount of information is not as important as is the use of the information as criteria for dicision making, information that "often dictates redundancy rather than economy". The purpose of the Concord study was to provide information at a time in which over-reacting administrators are phasing out selective English, reverting back

to the traditional program. The strength of this research is that it is a result of an historical accident, and it hopefully will provide some insights to curriculum developers interested in developing greater freedom of choice for students in the area of English.

Implications and Recommendations

The implications of the Concord High School study are of value to those directly engaged in curricular change; however, it is equally valuable to schools of teacher preparation, and those interested in training the teachers, who will eventually assume positions in secondary schools that offer selective English. A real problem exists in the area of articulating and coordinating curriculum between high school and higher education. The selective English course at a school like Concord High School is student-centered in that the content taught is based on the nature of the students in the class. However, selective English in other schools is content-oriented, the program resembling little college courses. In the former case there is not a high percentage of duplication of content used in the two levels of English education; however, in the latter, the English curricula are little college courses, and in fact, do duplicate the work being taught in

schools of higher education. In the first incident, teachers created dynamic programs in response to the needs of students using a variety of materials. However, some departments in higher education have become alarmed because the basic books are not being taught and those titles taught are frowned upon. Professor Eugene Soules, Professor of English at Sonoma State College, Sonoma, California, recently made a study of the instructors in his department of twenty-four, asking how many had read A Separate Peace by John Knowles, a very popular novel, frequently taught in high schools today. He found only two members of his department had read the novel and many had never heard of it. Thus, the organic English curriculum responds to the needs of the students, but can create discomfort among departments of English in schools of higher education, while the "little college course" syndrome alienates students surfeited with academia and infringes on the territoriality of English departments in higher education, because the high school is stealing their thunder.

The Concord High School study should provide perspective on this issue for both the secondary English teacher, English professors, and English education instructors. If it is possible that centrifugal scattering in related English selectives can foster teachers' developing dynasties, not unlike the kind of

specialization commonly found among teachers of drama, journalism, and creative writing, then maybe the disadvantages of the selective program outweigh the advantages.

What is necessary is that the members of English departments build into their programs centripetal features so that teachers maintain consensual goals and cohesive programs for students. The Concord High School selective program developed several such policies in addition to the twelve goals. Some of these practices are the following:

Teachers are to rotate so that each teacher teaches at least one ninth grade introductory English course every two years; teachers are to rotate so that no teacher continues teaching his specialty beyond three years; each selective English class is to be a kind of humanities course that includes other art forms and media that relate to the content studied; a departmental composition workshop is to be held annually. From experience, this writer would recommend the following additional policies: members of departments should attend a certain number of professional conferences each year; every semester each teacher should observe during his preparation period the instruction of two other teachers of English; the emphasis on academism or creating "little college courses" should

be constantly condemned; surveys of student attitudes should be administered as possible means or directions for developing new selectives and should cancel old ones that have proved to be ineffective; the department members should develop a policy on assignments so as to know at what time during the semester what type of composition exercise is being assigned. This latter policy could easily be adapted from the composition guide "Languaging" presently being developed by nine intermediate teachers.

Another recommendation which should comply with the requirements of the Stull Bill would be to have every English teacher in the department adopt a variation of the "You" curriculum. This policy would have the teacher adhere to a description of courses he is teaching. From this description he would enumerate a list of statements written in second person of goals or of expectancies of how the student would be different or of how the student's skills or knowledge would have been increased or broadened as a result of what he or she experienced as he or she progressed through the course. The procedure for implementing this curriculum could be set in action by having teachers by the fourth week of school compose a list of goals which they would then submit to the students, who may modify, delete, substitute, and/or add to the list of expectancies.

Following the teacher's collection of the students' modifications, he would redraft and present them to the department chairman. By the end of the course, the teacher would pass the course expectancies back to the class and ask the students to mark one of five responses that would signify the degree to which the teacher provided the student with the maximum-minimum expecied progress.

The above recommendation should not only benefit clarity of purpose for both teacher and student, but would also fulfill the present legislation required by the Stull Bill. This kind of arrangement is the solution to one of the problems voiced about selective English classes--that students do not know what the English course they are taking is all about. This complaint often grows out of the fact that teachers in the 1960's and early 1970's have relied extremely upon the inductive method of instruction. A student's conceptualizing a generalization that the teacher wishes him to understand by the end of the period is often achieved by only a few students, the other students not recognizing in their peers' vocal remarks that the essence of the day's lesson has just been voiced. Teachers need to spell out what they plan to do, how experiences are going to make students' approach to life different, and what valid generalizations about

a variety of lessons students encounter are relevant to modern existance.

The Study as it Relates to Assumptions and Claims in Other Research Literature

As Donald Weise in his article, "Non-graded, Electing, and Phasing: Basics for Revolution for Relevance,"(1970) points out: nearly every curricular innovation (e.g., linguistics, team teaching, inductive methods, modular scheduling, enclosed circuit TV, learning kits, programmed instruction, computer assisted instruction, and availability of paperback books) has been directed at improving curriculum within the framework of lock-step, grade-level programs. He continues that in light of these innovations, the teacher still encounters difficulties in providing individual instruction, lack of success with slow learners, apathetic students, restricted opportunities for fast learners, insecurity about what to teach, and poor results with composition instruction.

There is no doubt that prior to the appearance of selective programs there was much excellent teaching. However, it was generally teaching and learning in insular classrooms, hermetically sealed off from fellow English teachers who could improve their teaching skills through observation. Moreover,

teachers of other subject areas who could imitate the English teachers' aims by arranging lessons that required the same students to reinforce their learning by applying English skills to content other than English.

Such insularity still exists with the new program but to a lesser extent. In fact each of the liabilities that Weise argues about recurring after each new innovation continues to be visible in the classrooms of selective programs, probably to a superficially greater extent since weaknesses are simply more observable in "English by choice" curriculum than in the traditional programs. Since teachers are often assigned classes in areas in which they feel inadequately prepared and students are in search of the most satisfactory choice of course, there is more exposure to what goes on in selective classes, less opportunity for classroom insularity, and greater cooperation among teachers. Still, the various innovations Weise cites find just as barren a soil in which to take root. In fact selective English with modular scheduling can result in a spasm of activity, exposing students to more information as they increasingly understand less.

Though less evident, insularity is not necessarily ameliorated with the new non-graded program, even though the laissez faire atmosphere allows students to choose strong teachers which one would hope would

compel weaker teachers to emulate and to experiment with new approaches.

There are other observations about the selective program, such as the assumptions that George Hillocks questions in his Alternatives in English. Hillocks' assumption that "shorter courses and greater variety of teachers are strengths of elective programs" is questionable. If a teacher lectures for a whole period, it makes no difference whether the class is small or large, or if its duration is nine weeks or a year. This writer wholeheartedly agrees with Hillocks that any course shorter than a semester is based on a smorgasboard theory of curriculum, that a teacher barely learns the names of students before the term is over. However, the semester selective seems to be the right length of time to become well acquainted with students, to identify their weaknesses, to help strengthen them, and to refine the content of one's course, weeding out that which is unsuccessful and refining that which is. I noticed this aspect in the first year of the program at Concord High School. Previous to 1968 I retaught works that had failed the previous year, because I had simply forgotten what challenged, frustrated, or delighted the students.

Another assumption that Hillocks questions is "courses in and of themselves will have meaningful,

positive affects on both affective and cognitive responses." Hillocks finds truth in this assumption, though wonders if the beneficial effect might wear off after the initial phase of the program implementation. For this reason, this writer has monitored the student response to the programs in 1971 and again in 1973, and finds that the acceptance of selectives has generally been constant. What this writer objects to is Hillocks' phrasing of this assumption. His Bloomian dichotomizing of affective and cognitive learning results in an artificial juxtaposition, too frequently endorsed by educators. If there is merit to Bloom's scheme, it is not a spatial one, but a temporal one, that affective learning precedes and often leads to cognitive learning (Rosenblatt 1968). A human being is drawn by curiosity to experiences that are either pleasurable or not. If they are pleasurable, the person then has a tendancy to categorize and assimilate cognitively, not vice versa, which is the procedure in curriculum modeling in vogue today as the result of reading Bloom's taxonomy too literally. This temporal relationship of curiosity-fulfillment-recognition is a sequence that would be heightened by a student's deliberate choice of the type of English program he takes.

Hillocks also questions the assumption that

"learning is the student's responsibility, a belief that has freed too many teachers from recognizing their failure in the failing student." Indeed, in the first semester of the Concord High School program, two teachers approached this writer complaining that the students could not read. When asked what they could not read, the one teacher responded, "Milton's Aeropagedica," the other, "Herbert's Dune." To the teacher who prepares all summer to teach a course and then finds his students unable to handle the material, there are two courses of action open: throw out the students or throw out the content. Yet, this absurd choice exists in traditional English programs, but it is only more visible in the selective English program. For that matter, in both of the aforementioned cases the teacher failed to have a sufficient number of students sign up for his and her selective the following spring. The laissez faire, in-service, benefit or self-education is definitely an advantageous by-product of a selective English. As a matter of fact, one might conclude that as a result of this study, students in selective programs and teachers of selective programs, and students and teachers in traditional programs exhibit the same weaknesses and the same strengths with the only difference being that in the selective programs the strengths and weaknesses are

more salient.

Summary

Experimentation on the treatment of variables in order to achieve desired change can occur in four possibilities:

a. the treatment is administered and the desired change does not take place.

b. the treatment is administered, the desired results are manifested, yet the cause of the change is other than the treatment.

c. the treatment is administered, the desired changes result as an effect of the treatment, but the changes are short lived and are dissipated quickly after testing.

d. the treatment is administered, the desired changes result as an effect of the treatment, and the changes are permanent.

In regard to the Concord study, possibility "a" cannot be the case. However, it has to be admitted that "b", "c", and "d" are all viable descriptions of the impact of non-graded, multi-selective English on high school students.

In spite of the fact that four sub-tests calebrated incommensurably with the goals of the Concord High School English Department, the writer feels sure that the norm-referenced measurement was

an adequate test of desired, anciliary changes. It was essentially a series of cognitive indices that evaluated the impact of a program that respects student decision and allows choice and that provides favorable results of performances when contrasted with parameters administered by district and state offices, instruments such as the Sequential Test of Educational Progress and SCAT batteries and the Iowa Test of Educational Development. Students can obtain basic skills or basic literacy while enjoying and choosing among the constellation of offerings in a subject area that deals with humanistic issues, e.g., man's fate, his condition, his anxiety, his will to shape a world different from, and better than, his place of origin. It is hoped that change in values occurs as a result of the student's passing through such a basic denominator as his schooling in English. The limitations of the study are ironically its virtues, that is, the use of standardized, academic instruments to assess the impact of a non-sequential, non-integrated, multi-selective program based upon interests and choice of adolescents. Following a period of hysteria to return to the three R's, it is heartening that students benefit in academic areas, though these areas are not the major emphasis of the English curriculum. Academic or cognitive learning can be achieved indirectly and

naturally as the student freely chooses and responsibly lives with his decisions.

Therefore, in light of the needs of society, needs spelled out by Patricia Cross in Beyond the Open Door, in which she points out the needs of the lowest third in ability to develop skills to make them functional in a technical culture, a program such as that provided at Concord High School, and spread among many other schools, is one thus to provide differential exposure to various life-styles; to expand the student's imagination beyond the confines of the city or the nation or the time; to develop effective communications for a multitude of different audiences students must deal with; to become more fulfilled; to foster the spirit of inquiry; and to broaden experience so that he has established a basis for disciplined judgment and the ability to adapt in an unpredictable world of the future.

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